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ABSTRACT

The Competency Based Training Program is a three part, three phase package. It contains: (1) a research document; (2) a set of 18 programed units and; (3) cassettes to accompany two specific units. The program phases require that: (1) the participant and a training advisor jointly perform a needs assessment activity and select appropriate units from the program; (2) that the participant perform the activities and exercises specified in phase one; and (3) that the participant meet with the training advisor for assessment of competency in that area upon completion of the prescribed units. Chapter one of the report discusses the development of the program. Chapter two presents the method, philosophy, and field-tested results; and chapter three is concerned with the results, conclusions, and explanations of the program components. Each unit of the program is designed to develop skills and understanding in a specific competency area. It lists the unit objectives, presents the exercises, and evaluation activities. The units are listed as A through R, and cassettes accompany units D and Q. Topics covered by the units are: Self-Assessment of Attitudes by Educational Leaders; Organization and Operation of Anne Arundel County Public Schools; Making Classroom Observations; Professional Conference; Identifying Learning Resources; Establishing Goals, Objectives, & Priorities; Developing Curriculum Knowledge; Improving Relationship Skills; Writing as Communication; Interviewing Prospective Personnel; New Teacher Orientation; Master Schedule; Department Schedule; Selecting, Planning, and Evaluating Use of Personal Time; Departmental Funds and Expenditures; Understanding Your School Community; Evaluating of Learning; and, What Goes on in a Group. (DMT)

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COMPETENCY-BASED TRAINING PROGRAM FOR DEPARTMENT CHAIRPERSONS AND OTHER RESOURCE PERSONNEL

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MAXI I Report

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INTRODUCTION

In April of 1974 the participants involved in this practicum saw the need for a viable training program for department chairpersons and other resource personnel. Prior to this program, Anne Arundel County, Maryland, had no inservice program specifically oriented toward the department chairperson. In fact, the title and position of department chairperson was not recognized by the Board of Education until August, 1974. At that time the Board also specified the duties and responsibilities assigned to such a position. Using the proposed recognition of the department chairperson position as a starting point, the participants of this practicum developed a unique training experience.

During the academic year 1974-75, eight Anne Arundel County Nova participants gathered necessary background information, wrote, field tested, and rewrote the eighteen units contained in the competency-based program. The culmination of these efforts resulted in the training program being accepted by the Anne Arundel County Superintendent as an approved workshop. In addition, the Maryland State Department of Education also accepted the program for workshop credit.

The program has the following characteristics which help contribute to its effectiveness:

1. It is competency-based. Trainees and appropriate administrators determine specific needs. The program is directed toward meeting these needs.
2. It is individualized. Trainees establish their own priorities. They may choose from one to eighteen units to meet their needs. Trainees may also redesign any unit to make it more relevant to specific needs.
3. It is self-paced. Trainees complete work within their own time frame. They may work on one or several units at the same time and at their own pace.
4. It is flexible. The program allows participation for many persons with a variety of backgrounds and expertise. Comments, reactions, and criticisms are welcomed by developers of the program.

A trainee in the competency-based training program encounters three phases which help to monitor and insure his success in the program.

Phase One consists of a needs assessment activity performed by the trainee, his advisor, and the appropriate administrator.

Phase Two consists of the trainee performing the training units which have been selected.

Phase Three consists of an evaluation process in which the administrator certifies the competency of the trainee.

The program as described thus far has met with success and enthusiasm from the Anne Arundel County trainees. As of this writing, 39 persons are participating in the program and many more have expressed an interest.

Chapter I of this report discusses the conception of this program as it developed from specific needs.

Chapter II discusses in depth the practicum strategy of this effort. The method, the philosophy, and the field tested results are presented. Attention is also given to the editing and printing technicalities.

Chapter III is concerned with the results and conclusions of this effort. Also presented is an explanation of the components of the program model and a description of unique features of this competency-based training program.

Chapter I

ASSESSMENT OF NEEDS

The Problem and Objective

The Anne Arundel County, Maryland, School System undertook the process of defining the responsibilities of department chairpersons and team leaders and establishing such positions in its formal policy structure. Prior to this year, in each secondary school, there had been assigned a SUPERVISOR OF INSTRUCTION who performed many instructional improvement and instructional management functions related to that school. Similarly, many of these tasks had been assigned in the elementary division to AREA SUPERVISORS who served a number of schools. Department chairpersons and team leaders did, in fact, function under this organization, but for the most part to a limited extent.

The school system has now been reorganized. Its two major instructional divisions (elementary and secondary) have been combined into one Division of Instruction with K thru 12 organization. Yet curriculum structure, instructional management, and instructional resource identification have become more sophisticated and complex. It was recognized that if elementary and secondary principals were truly to function effectively as instructional leaders, as well as chief administrators in their schools, they would need to share some of the instructional improvement and instructional management tasks with appropriately trained department chairpersons and team leaders.

The position and responsibilities of the department chairpersons and team leaders were formally established by the Board of Education, Anne Arundel County, Maryland, in August, 1974.

The final report of the committee to study the role of department chairpersons listed the qualifications for this position. One of these qualifications was that the prospective chairperson should have successfully completed "an approved county workshop in curriculum and/or supervision." The committee recognized the need for a more formalized training program to prepare chairpersons to assume the leadership responsibilities which had been defined in the report.

The Anne Arundel County Nova participants, in anticipation of this report, formulated a plan for the development of a viable, individualized, competency-based training program for department chairpersons. The Competency-Based Training Program Committee (CBTP) was formed to prepare such a training program.

As one of its initial steps, the CBTP Committee sought to identify the competencies needed by department chairpersons to carry out their stated responsibilities. Thus, in order to identify specific needs, the CBTP Committee held meetings and conferences with interested personnel, interviewed staff members of the Anne Arundel County School System, conducted surveys, and field tested ideas. A listing of individual Nova participants' responsibilities is included in Appendix A, pages 38-41.

Chapter II

PRACTICUM STRATEGY

Research Effort

The research activities were begun in the early stages of the Maxi I project in April, 1974, and continued through July, 1975. These efforts were intended to locate possible sources of information which could be used by the project participants to formulate the philosophy for the project, to provide background data on competency/performance-based teacher education programs, to provide models of viable competency/performance-based teacher inservice activities to guide participants in the development of individual study units, and to offer assistance to participants in the formative and summative evaluation of the Maxi I project.

Research data were obtained from three basic sources, and the method of collection is described below:

1. use of relevant periodicals, books, and other publications;
2. input from personnel sources within the local system--school principals and their staffs, program coordinators, central office staff; and
3. resources used by participants for the development of the individual study units.

Current Periodicals, Books, and Other Publications

The School Research Information Service (SRIS) offered by Phi Delta Kappa was used to obtain a computer-assisted search of the Educational Resources Information Center (ERIC) collection and the files of the Current Index to Journals in Education (CIJE). The Thesaurus of ERIC Descriptors provided the search parameters to help identify the publications which were related to the Maxi I project. These descriptors included: administrative personnel, competency-based programs, department directors (chairmen), inservice courses, performance-based programs, personnel evaluation, resource teachers, and staff improvement.

The printout obtained listed relevant publications from the ERIC and CIJE files. Several participants assisted with the screening of the print-out to identify titles which were directly related to the projects. The basic bibliographic information was distributed to participants who secured copies of articles from local sources or from Leasco Information Products (ERIC documents). Abstracts of related articles or copies of articles were made available to all participants. These titles served as a basic working bibliography during the developmental, evaluation, and conclusion phases of the Maxi I project.

Personnel Input

Input from various personnel within the local system was obtained through use of a survey questionnaire which was sent to 107 school principals, coordinators of instruction in each of the four area offices, the four area directors, and to all program coordinators at the central office level. The survey questionnaire briefly explained the project, its objectives, and the competency areas tentatively selected as appropriate for the development of individualized training units.

Data obtained from the survey questionnaire were used to identify the specific competency areas to be covered by the proposed model. The data were further used in the selection of activities to teach these competencies and to aid in the formative evaluation of the individual units. They also served as a guide for the overall philosophy and content of the project.

Input was received during the developmental stage from the Associate and Assistant Superintendents, the Officer for Planning and Evaluation, and the Coordinator of Staff Development. These individuals met with the practicum committee during the initial and subsequent stages and served as observers for the project. They examined the initial proposal, reacted to individual units, and aided with the identification of specific competency areas to be covered by the project.

Participant Resources

As participants developed individual units, they also prepared annotated bibliography cards for the sources which they had consulted. This resource information was compiled for dissemination to all participants for their use and information. Citations for these sources were included in the project bibliography. The dissemination of all research data to participants was facilitated through regular weekly or bi-monthly meetings of the project committee during the 15 months of the developmental phase. Research information was also included in the published minutes of all group meetings.

Needs Assessment

A series of meetings were held by the participants beginning with "brainstorming" activities which led to direct plans of action. "Brainstorming" included drawing from the participants' own experiences a set of needs or competencies which they believed to be important to the job requirements of persons who would fulfill the roles of department chairpersons. Needs which the participants interpreted as crucial to the proposed responsibilities were included also.

Units from the Nova Supervision Study Guide[1] which the participants had used were discussed and evaluated for use in terms of specific applicability to department chairperson responsibilities. Other units were reviewed and considered.

It was determined that inputs into the assessment of needs should be extended to all personnel who would be working directly with department chairpersons or who would be responsible for their performance.

Meetings were held with the Associate Superintendent, the Area Directors, Officer for Program Development and Evaluation, the Assistant Area Directors, Program Coordinators, and the Coordinator of Staff Development. Competencies as identified were discussed, as were units outlined to develop these competencies. Suggestions from these staff members were taken for inclusion and/or study.

Permission was gained also to survey area directors, principals, their staffs, and coordinators throughout the school system for reactions to the list of broad competency areas which had been tentatively identified by the committee as being appropriate for the development of training modules and, also, for additional ideas. (See Appendix B, on pages 42-44.)

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[1] Champagne, David W., and John L. Morgan, Supervision Study Guide, Nova University Press, Ft. Lauderdale, Florida, 1973.

At a meeting held with the Coordinator of Staff Development (whose responsibility it is to coordinate training programs for various staff members), training modules were discussed and paralleled to existing ideas for training and competency needs.

A meeting was held also with the Officer for Program Planning and Evaluation. This meeting was attended by a sub-committee of three participants. Two main events evolved. First, the officer shared with the sub-committee a compilation of ideas which had been submitted for research from administrators and other personnel throughout the school system. These ideas were later related to the needs assessment being made by the participants. Second, as a follow-up to this meeting, specific written suggestions were sent to the committee. These suggestions were considered and data which could be used were incorporated into the units.

Surveys

Two formal surveys were used. The first, to area directors, principals, and coordinators, was mentioned above under "Meetings with County Staff Members." A second survey was distributed to all Nova members of the Baltimore Cluster asking for reactions to units from the supervision module which had been completed as written or which had been modified and completed. (See Appendix C, on pages 45 and 46.)

Based upon the inputs from all sources and individuals as outlined above, the following units were designed to develop the competencies identified to meet the requirements of responsibilities designated to department chairpersons.

1. Assessment of Attitudes by Educational Leaders
2. The Organization and Operation of Anne Arundel County Schools
3. Making Classroom Observations
4. The Professional Conference
5. Identifying Learning Resources
6. Establishing Goals, Objectives, and Priorities
7. Developing Curriculum Knowledge
8. Improving Relationship Skills
9. Writing as Communication
10. Interviewing Prospective Personnel
11. New Teacher Orientation
12. The Master Schedule
13. The Department Schedule

14. Selecting, Planning, and Evaluation of My Use of Time
15. Ordering Supplies, Materials, and Equipment
16. Understanding Your School Community
17. The Evaluation of Learning
18. What Goes On in a Group

Direct inputs from teachers who field tested units were used to refine the units.

Keeping Needs Assessment Current

It was recognized that competencies needed to perform successfully as department chairpersons would be refined as the program was developed throughout the school system. Therefore, the competency-based program would be maintained in a flexible state. Those units which are found to be inappropriate or of little use would need to be eliminated. Those needing revision or further development would be dealt with. Competencies not recognized at this point would be identified and units developed to include those needs.

Flexibility in planning for training and implementation of the program was emphasized as of paramount importance in keeping assessment of needs current and directly tied to competencies which are needed and are related to the day-to-day operation of the department chairperson.

Practicum Objectives

The conceptualized solution to the need for a specific training program formed the basis for the following practicum objectives:

1. The committee will construct a training model and training program appropriate to the identified needs.

2. All of the units will be field tested at least once; the majority of the units will be field tested at least twice.

    2.1 At least 75% of the field test participants shall rate the units in the middle range (2-4) on a five-point easy-difficult scale.

    2.2 At least 75% of the field test participants shall rate the units in the 3-5 range of a five-point enjoyable-distasteful scale.

    2.3 At least 75% of the field test participants shall rate the units in the 3-5 range of a five-point useless-useful scale.

    2.4 At least 75% of the field test participants shall rate the units in the 3-5 range of a five-point confusing-clear scale.

    2.5 At least 90% of the field test participants shall rate the units in the 3-5 range of a five-point no-yes "objectives met" scale.

    2.6 At least 90% of the field test participants shall rate the units in the 3-5 range of a five-point no-yes "evaluation section helpful" scale.

3. The program will be offered on a voluntary basis to interested participants as part of the school system's professional development program.

4. The program will be approved by the Maryland State Department of Education for professional development workshop credit.

The Philosophy

The Competency-Based Training Program for department chairpersons and other resource personnel is an experential program designed to prepare such persons for effective contribution to their school's instructional program.

Since the roles of department chairpersons were expanded to include skills in such areas as planning, budgeting, managing, testing, training, teaching, assigning and reassigning, the training would have multiple objectives and would be implemented through three phases:

Phase I	The selection of activities appropriate to the determined needs of the trainee in relation to the duties and responsibilities of the position
Phase II	The performance of the selected activities
Phase III	The evaluation of the performance for certification or for revised or additional prescriptions (Phase I)

The program was based upon inputs from those currently involved with departmental duties or desiring to become so involved, and upon actual and regular departmental responsibilities. It also reflects on-the-job activities and is regulated by the individual needs of trainees. The model and program become simultaneously innovative, practical, and humanistic.

Inasmuch as the program is designed to train department chairpersons and other such resource personnel, it involves the school's instructional leader, the principal, and identifies as its ultimate goal the improvement of the school's instructional program. It expresses commitment to the needs, interests, and demands of the total school and community population.

The competency-based training model's ultimate justification is to improve the quality of instruction in our schools as a consequence of improved teacher education.

To operationalize the CBTP model, competencies were identified and an assessment system developed. Instructional materials (units) were initially prepared by individual participants, then revised and refined through group effort. The management system was developed to monitor the movement of trainees through the program, to ensure continuous evaluation, and to provide for program implementation. The trainee, his principal, and the training advisor cooperatively perform the needs assessment activity and select the appropriate units from the program. The selected units then become the individualized program for the trainee. The needs assessment makes it possible for trainees to focus on their needs within their respective assignments. The number of units to be completed would vary depending upon the needs of the individual.

Upon completion of the prescribed units, the trainee meets with his principal and training advisor. After examining the products developed by the trainee and after discussing with the trainee activities undertaken as part of his program, the principal will assess the extent of mastery of the identified competencies. The principal and training advisor then certify the trainee's competence in the skill areas of the target unit, or prescribe additional activities or exercises within the scope of target competencies that had been determined.

It is expected the trainee then would have the skills to enable him to perform the duties of a department chairperson effectively and efficiently, using the skills acquired through the units completed.

Procedures for Developing Units

The development of training units was initiated after determining the specific competency areas necessary for the effective functioning of department chairpersons. Individual members of the Competency-Based Training Program Committee selected and assumed primary responsibility for the development of specific units according to their own interests and experiences.

Exhibit 1 illustrates the specific units for the training program and the primary author of each unit.

EXHIBIT 1

UNIT TO BE DEVELOPED	PRIMARY AUTHOR
A. Attitudes	Richard Milbourne
B. Organization	John Matarella
C. Observations	Michael Trippett
D. Conferencing	Frances Bingen
E. Resources	Neal Fertitta
F. Goals	Oliver Wittig
G. Curriculum	Frances Bingen
H. Human Relations	Neal Fertitta
I. Writing	Jim Sledge
J. Interviewing	Jim Sledge
K. Orientation	Jim Sledge
L. Master Schedule	John McCorkill
M. Department Schedule	John McCorkill
N. Use of Time	Jim Sledge
O. Purchasing	Michael Trippett
P. School Community	Oliver Wittig
Q. Evaluation	Richard Milbourne
R. Groups	John McCorkill

Several units from the study guide used in the Supervision Module at Nova University were selected as models for the CBTP Units. The beginning phase of unit development involved group discussions by the committee to provide the primary author with assistance and direction for the development of specific units. Following the initial discussions by the committee, it was the responsibility of the primary author to review materials and available county resources. In addition, a computer search of ERIC files was undertaken to assist in this task period. One member of the CBTP committee was given the responsibility for coordinating the research of current journals in education related to the practicum project. An annotated bibliography was compiled and distributed for the committee.

A rough draft of each unit was prepared by the primary author. The units were reviewed and edited by the committee, revisions were made where appropriate. Exhibit 2 illustrates an example of the committee's input to unit development:

EXHIBIT 2

Anne Arundel MAXI I Group - Minutes

Meeting - Monday, Nov. 4, 1974, 7:30 p.m. 647 Covington

In Attendance - All members

Survey Reactions - Unit on inservice education

Unit "brainstorming" - Group discussion

G-1 Developing Curriculum Knowledge. Can a guide-book type unit be developed to help the participant find his way through the underlying structure, scope, and sequence of his curriculum K-12? What are the goals of the particular program? What are the leading professional journals in the field? Is it a process or a content ordered program; what are the affective aspects of the subject which students deal with at various grade levels? How would the participant rearrange the goals of the program in terms of his own priorities? What kinds of techniques are most appropriate for this program; do they differ at different levels? What kinds of provisions can be made within the program structure for gifted students; for the less able?

F-1 Establishing Goals, Objectives, and Priorities &
I-2 Managing Materials, Supplies, and Equipment.
There is a distinct relationship between these units; F-1 will deal with the broader aspects of goals and objectives and should concentrate on the processes involved in setting goals and objectives (e.g., budget and planning); on the other hand, I-2 will be concerned with ways of disbursing allocations of funds after they have been designated for a school department and systems of local resource allocation to insure the most efficient use of materials, supplies, and equipment already on hand. These two units will also relate to Unit E-1. Coordination of members' efforts is imperative.

K-1 The Evaluation of Learning. This unit could focus on the various alternative forms of evaluation, distinguishing between formative and summative; research; measurement; and models for accountability. It could focus also on "other than paper-and-pencil" types of evaluation, make the teacher aware of the kinds of variables that he has control over, and the kinds of variables that he does not control. How does evaluation relate to goals, processes, etc.?

I-3 Managing Plant & Facilities. What kinds of information about the types of master schedules will be needed by department chairpersons? How can the department chairperson assist the principal in providing scheduling arrangements that will foster program objectives & techniques and still accommodate individual needs of staff members and students? What kinds of compromises must be made? How can a D.C. collect and arrange information so that he can have significant impact on the scheduling process?

In some instances parts of units were used with volunteer teachers before the unit was finalized into a working draft for committee presentation. Upon committee approval, each unit was field tested. Field testing provided the committee and primary author with suggestions for revisions. The units were then presented to the assistant superintendent, the associate superintendent in charge of instruction, and the coordinator for staff development for their recommendations.

An editing committee was created as a final phase of unit development. The main function of the editing committee was to make final revisions where needed, while insuring consistency of structure throughout the program.

The Process of Field Testing

1. Use of quality checks

In line with the objective to develop competency-based materials of an individualized study nature, the units were subjected to a series of three quality checks. While all units were revised at least three times, some required additional revision.

The first quality check consisted of a critique of the primary author's first draft for the unit. This process was performed using the expertise of the practicum committee meeting in a small group or a total group session. At this time, the author explained the activities in terms of meeting the learning requirements for unit objectives which had been specified by the committee. Committee members examined the activities according to the following criteria: are all aspects of each objective taught; what is the estimated completion time for the unit; are there too many or too few activities; is the wording of directions and activities clear and concise; has appropriate use been made of visuals; etc.? Following this session, the unit was revised yielding a second draft ready for the first field test situation.

The second quality check involved testing the unit with individual teachers by the primary author. The committee felt that the author of the unit should conduct the first session because this person had greater involvement in developing the materials and could identify and respond to problem areas more easily. The purposes for this quality check were to determine the need for: fewer or additional activities; rewording of the text for clarification; appropriateness of the objectives to meet the needs of prospective chairpersons; and the possible need for activities of a different nature from those provided. Following this session, the unit was revised by the author.

The third quality check involved a committee member other than the primary author. The purposes for this process were to determine if the unit could be used by others, and to perform an additional assessment in areas described above for the second quality check.

2. Testing Procedure

The selection of schools for field testing involved seeking the approval and assistance of the following persons:

Dr. Harry Hendrickson, Director, Area I
Mrs. Winifred Fowler, Director, Area II

Mr. Ray Cook, Principal, Corkran Junior High
Mr. Walter Jackson, Principal, Brooklyn Park Junior-Senior High
Mr. Ray Ueberroth, Principal, George Fox Junior High
Mr. Oliver Wittig, Principal, Andover Senior High

The criteria used in selecting the above schools included: the interest of the principal and faculty in using these materials and this approach; present association of a practicum participant with the school or the area; and availability of teachers.

After participating schools were identified, principals arranged for faculty meetings of all present or prospective department chairpersons interested in working with project materials. Committee members developed and presented programs involving the following components: (a) how this program differs from others in terms of increased flexibility, individualized study, and use of materials developed for specific and practical competency needs; (b) the experimental nature of the materials; (c) the need for cooperative effort; and (d) a brief description of each unit's objectives and activities. Each teacher was given materials that summarized the important points stressed in the meeting. (Appendix item D on pages 47 and 48) Faculty members were also told of the committee's work in seeking Maryland State Department of Education (MSDE) workshop credit to be applied toward meeting requirements for chairpersons. Following the presentation, teachers expressing interest in completing one or more of the units were given a "Field Test Interest Form." (Appendix E on page 49) This completed form was returned to committee members.

Following these sessions, committee members scheduled evening meetings to discuss the process of testing materials with interested teachers and to make assignments. Each teacher was sent a response that addressed itself to one of the areas indicated on the memo. (Appendix item F on page 50) Committee members were now assuming the role of training advisors. A unit that was being tested for the first time was assigned to the primary author. Units that had been tested one or more times were assigned to other committee members. Appendix item G on page 51 illustrates a typical "Task Assignment Chart."

The first task of the training advisor was to contact the interested teacher in order to arrange a conference. During the conference, the teacher was given a copy of the unit. The training advisor discussed the activities in detail for the teacher to determine if he had selected an appropriate unit for his needs and to assess the time required for completing the unit in terms of availability of his time. This last aspect was important since teachers completed unit activities on non-school time except in situations requiring involvement in classrooms or with colleagues. If the unit was acceptable to the teacher, a "Participant Data Form" (Appendix item H on page 52)was completed in order to record background information about the teacher. The teacher was given a copy of the unit and a "Participant Reaction Form" (Appendix item I on page 53)for recording suggestions to be used in revising the unit. Before concluding the session, an approximate date and time was established for completing the unit and for the summary conference. The teacher was also given the training advisor's telephone number so that if assistance was needed, he could be easily reached. The above procedure is illustrated by referring to Appendix J on page 54, "Suggestions for Training Advisors."

3. Summary of Field Test Data

The field testing of competency-based training units was conducted with the cooperation of administrators in four secondary schools. A total of 35 teachers were involved in this phase of the project. Appendix item K on pages 55 and 56 serves to present a summary for each unit listing: (a) the schools involved, (b) the teachers completing units, and (c) the assignment of Nova participants as training advisors.

The Nova participants used two forms in order to record and summarize experiences from the field testing of units. The first form entitled, "Profile of Participant Professional Background," provides a description of the nature of the trainee. Appendix item L on page 57 provides a detail summary of the 35 trainees. In general, one can state that: (a) 12 years is the average length of teaching experience with an average of 10.4 years in the county; (b) 29 trainees have Masters Degrees and Advanced Professional Certificates; and (c) 20 trainees were currently performing the duties of a department chairperson.

The second form entitled, "Participant Reaction to Unit," provides a record for each unit in terms of: (a) average completion time; (b) reaction to unit in terms of level of difficulty, usefulness, clarity, and enjoyment; (c) rating of objectives as developed by the activities; (d) rating of the effectiveness of the evaluation activities, and (e) improvement suggestions. Several teachers completed more than one unit. A total of 40 field testing situations were conducted by the Nova participants. The following charts present a summary of trainees' reactions to all units. A summary of these reactions, unit-by-unit, appears in the Appendix section M on pages 58-75.

Almost 90% of the teachers rated the units in the middle range (2-4) on a five-point easy-difficult scale, indicating that the materials are appropriate to the background, experience, and instructional level of the participants:

easy	1	2	3	4	5	difficult
number	5	5	23	7	-	mean
percent	12.5	12.5	57.5	17.5	-	2.8

Responses in excess of 97% in the 3-5 range of a five-point distasteful-enjoyable scale indicate that teachers generally felt comfortable working with the materials:

distasteful	1	2	3	4	5	enjoyable
number	-	1	10	19	10	mean
percent		2.5	25.0	47.5	25.0	3.9

Teachers assessed the utility of the units as significant by placing all of their responses in the 3-5 range of a five-point useless-useful scale. Ninety percent of their responses fell in the 4-5 range:

useless	1	2	3	4	5	useful
number percent	- -	- -	4 10.0	17 42.5	19 47.5	mean 4.4

Reactions to the clarity of the instructions and exercises (90% of the responses in the 3-5 range of a five-point confusing-clear scale) were generally positive. Where specific suggestions were given, materials were modified to obtain further clarity.

confusing	1	2	3	4	5	clear
number percent	- -	4 10.0	7 17.5	21 52.5	8 20.0	mean 3.8

All participants indicated that they felt the unit objectives were met by responding in the 4-5 range of a five-point no-yes scale.

no	1	2	3	4	5	yes
number percent	- -	- -	- -	23 57.5	17 42.5	mean 4.4

The evaluation exercises written into each unit were felt to be helpful in assessing whether or not unit objectives were met in 87.5% of the cases (scoring 4-5 on a five-point no-yes scale).

no	1	2	3	4	5	yes
number percent	- -	2 5.0	3 7.5	16 40.0	19 47.5	mean 4.3

Format, Editing, and Printing

The Format, Editing, and Printing Committee was established to complete the final stages of the Competency-Based Training Program and to organize and edit the final report. The committee was chaired by two participants who shared the responsibilities of preparing the CBTP for publication.

1. Format Procedures

The format was developed by the committee in conjunction with the Printing Office and the Department of Instruction.

The format for the individual units was developed by the committee. It was decided that each unit should include the following components: objectives; introduction; learning activities; and evaluation activities.

The format for the final report was developed also by this committee.

2. Editing Procedures

After each unit had been field tested, it was evaluated and revised by a sub-committee of four. This sub-committee was composed of the co-chairpersons, the primary author of the unit to be edited, and one other member. Each member of the CBTP committee had an opportunity to serve on this sub-committee.

The responsibilities of this committee were to evaluate and revise each field tested unit to insure consistency of structure throughout the program. The committee prepared a final draft for typing following the prescribed format and proofread each typed unit before sending the final proof to the Board of Education Printing Office for photo-printing.

The sub-committee met at various times for the purpose of editing and proofing the units and the final report. (See appendix H on page 76.)

3. Printing Procedures

To determine the format for printing procedures, it was necessary to meet with the printing foreman on several occasions. Proper format and procedures for submitting work for printing were established. A member of the CBTP committee served as liaison with the printing office. This person's job was to arrive at an agreement as to the type of print to be used, the type of paper to be used, the format to follow, and the number of copies to be printed. Arrangements were made for the proper procedure to submit finished work for photo copying and for delivery of the finished product.

Chapter III

RESULTS AND CONCLUSIONS

Results

The practicum objectives were met as the following summary of results shows:

1. Practicum Objective #1

THE COMMITTEE WILL CONSTRUCT A TRAINING MODEL AND TRAINING PROGRAM APPROPRIATE TO THE IDENTIFIED NEEDS.

A. Concurrent Development of Model and Program

Development of the *model* and the specific training *program* for department chairpersons and other resource personnel were planned to occur concurrently so that feedback on the individual components of the system could be used both to make modifications to the units and to perfect the model.

The *model* consists of a set of abstractions and generalizations derived from and applied to the specific *program* which was designed to accomplish concrete and specific purposes. The validity of the *model* for program development is attested to by the field test results. Its validity for program effectiveness must await the specific evaluation of the program after it has been implemented.

B. Description of the Model

The Competency-Based Training Model consists of three interrelated elements:

1) Identification of Competencies - The identification of competencies which are to be part of a program built upon this model ought to be:

- derived from the job description of the target population
- related to the roles now played by members of the target population as well as to the role expectations for that population
- be verified through consensus of those serving in comparable positions and their superiors

2) Unit Design - The design of the training components (units) of the program ought to include:

- content based upon a single broad competency area as identified above
- specific objectives, stated in behavioral terms, which will be readily understood by members of the target population
- activities designed to assist trainees in developing increased competency through attainment of the unit objectives
- activities that can be performed individually or in small groups in order to allow trainees to proceed at their own rates
- activities that are multi-level (i.e. that can be performed to different degrees of depth depending upon the trainee's prior experience and background)
- activities that proceed in a developmental fashion toward the acquisition of increased skills and competencies

- evaluation activities that will provide evidence of the trainee's competence in the content specified by the unit objectives

3) Management System - The system used to administer and manage the training program ought to insure that:

- trainees will be assisted in selecting only those training components that are reasonable and possible for them to use effectively within convenient time frames
- trainees will be given the opportunity to substitute activities for those prescribed if the new activities can be shown to be more effective in assisting *them* to meet the unit objectives
- competencies are to be certified by an administrative official who has the responsibility for the professional rating of the trainee
- the administrative official who certifies the competency of a trainee is assisted by (a) a training advisor well-versed in the program components and, (b) is provided with tools to assist him in this task
- a standing committee of the training advisors meets regularly to monitor the program, develop policy for its use, and make necessary changes based upon feedback from the trainees

C. Description of the Program

The Competency-Based Training Program for Department Chairpersons and Other Resource Personnel was developed using the specifications described in the model. The following excerpt from the "CBTP - Program Guide" will clarify some of the features of the program:

Some Characteristics of the Program

1. *COMPETENCY BASED - The program is competency based in that specific competencies were identified by administrators and teachers as being necessary to the functioning of department chairpersons under their new job description. The program also borrows some notions from the CBTE (Competency Based Teacher Education) movement in that credit will be awarded to participants upon their certification of competency in the various units independent of the amount of time that is spent developing the specific skills and knowledge which make up the broad competency areas.*

2. *INDIVIDUALIZED - The program is individualized in that you are able to assist in the selection of the units that will make up your personal training program. You will, with the approval of your principal and training advisor, select from one to eighteen units or competency areas that you feel are most urgent for you to pursue at the present time. You will also have the option of redesigning any or all of the units that you have selected from the program if you feel you can come up with more relevant and personalized activities. This would, of course, need to be done with the approval of your principal and training advisor. (We encourage you to do this--we want the program to be an exciting and positive way for you to grow professionally and not a series of hurdles for you to leap!)*

3. *SELF-PACED - With individualization comes self-pacing. Once your tailor-made program has been approved and a reasonable time line for completion of the units has been established, you are free to determine your own pace. You may wish to work on units one at a time or work on several at the same time. For your convenience and to encourage you to complete the exercises at a reasonable pace, your contract will be broken into semester segments. Additionally, you will be contacted by your training advisor at least quarterly. Whenever you complete a segment of units, you may request a certification of competency conference.*

4. *FLEXIBLE - As you can readily grasp from the foregoing discussions, the program has a great deal of flexibility built in. We recognize that individual participants will approach this program with a variety of backgrounds, experiences, ways of learning, and needs and have sought to take these into account as the program was being developed and as procedures were adopted. We invite your comments, reactions, and criticisms of all phases of the program. The developers and training advisors will be meeting at least monthly to review the selections, progress, and comments of participants. We want to keep the program up-to-date and responsive to the needs of those preparing to assume the instructional improvement and instructional management roles necessary to the functioning of a first-rate school system.*

D. Program Development

Needs assessment activities were performed as described in an earlier section. The resulting consensus was used as a guide for developing units. The competency area of "management tasks" was broken down into more specific areas of "writing," "interviewing," "orienting new teachers," "budgeting & requisitioning," and "time utilization" for ease of handling by participants.

Objectives were written and units were developed by the practicum group using the model elements as a guide. Units consist of objectives, exercises, and evaluation activities. A rigorous process of unit review and field testing assured consensus, effectiveness, and compliance with the model elements. Eighteen competency area units were produced as well as an introductory program guide.

A management system was established, again within the guidelines of the model, to administer and manage the program. In order to interface with the existing credit structure, an hour-value was established for each unit based upon field testing results. These hour-values, when added together and divided by 15, would indicate the number of credits to be granted by the Maryland State Department of Education as approved workshop credits.

2. Practicum Objective #2

ALL OF THE UNITS WILL BE FIELD TESTED AT LEAST ONCE; THE MAJORITY OF THE UNITS WILL BE FIELD TESTED AT LEAST TWICE.

The number of field test situations varied depending upon the structure of the unit, the uniqueness of its approach, problems anticipated through the committee's critical review, and the availability of field test volunteers. Each unit received at least one field test. The average number of field test situations for each unit was 2.2.

Field testing results indicate the units' effectiveness in helping trainees to meet their competency objectives. These results also are an indicator of the probable success of the management system since some of the elements of this system were present in the field testing situations--training advisors, practicum developers acting as the management committee, and trainee selection of units.

The results indicate the field testing participants' evaluations of units and their general reactions to the program. As such, they represent the major portion of the formative evaluation of both the model and the program.

A summary of the results indicates that the following practicum objectives have been met:

A. Practicum Objective #2.1

AT LEAST 75% OF THE FIELD TEST PARTICIPANTS SHALL RATE THE UNITS IN THE MIDDLE RANGE (2-4) ON A FIVE-POINT EASY-DIFFICULT SCALE.

Results show an average rating of 2.8 for the units on this scale with 87.5% of the responses falling within the target range.

B. Practicum Objective #2.2

AT LEAST 75% OF THE FIELD TEST PARTICIPANTS SHALL RATE THE UNITS IN THE 3-5 RANGE OF A FIVE-POINT ENJOYABLE-DISTASTEFUL SCALE.

The mean rating given on this scale by field test participants was 3.9; 97.5% of the responses fell within the 3-5 range.

C. Practicum Objective #2.3

AT LEAST 75% OF THE FIELD TEST PARTICIPANTS SHALL RATE THE UNITS IN THE 3-5 RANGE OF A FIVE-POINT USELESS-USEFUL SCALE.

Field test participants gave the units an average rating of 4.4 on this scale. All of the responses fell within the target range, and 90% of these were in the 4-5 range.

D. Practicum Objective #2.4

AT LEAST 75% OF THE FIELD TEST PARTICIPANTS SHALL RATE THE UNITS IN THE 3-5 RANGE OF A FIVE-POINT CONFUSING-CLEAR SCALE.

The average response in this category was 3.8. Ninety percent of the responses were in the 3-5 range. As was indicated earlier, where specific suggestions were given, materials were modified to obtain further clarity.

E. Practicum Objective #2.5

AT LEAST 90% OF THE FIELD TEST PARTICIPANTS SHALL RATE THE UNITS IN THE 3-5 RANGE OF A FIVE-POINT NO-YES "OBJECTIVES-MET" SCALE

Responses in this category provide an evaluation of the effectiveness of the units in helping participants meet the stated objectives. The mean rating was 4.4, and all of the responses fell within the 4-5 range.

F. Practicum Objective #2.6

AT LEAST 90% OF THE FIELD TEST PARTICIPANTS SHALL RATE THE UNITS IN THE 3-5 RANGE OF A FIVE-POINT NO-YES "EVALUATION SECTION HELPFUL" SCALE.

The appropriateness of the units' evaluation activities were given an average rating of 4.3 by field test participants. Ninety-five percent of the ratings were within the target range.

Unanticipated results taken from the "Participant's Evaluation Form" indicate a surprisingly consistent indication of the amount of time necessary to complete each unit. Also, the lack of significant suggestions for additional content are some indication of the units' completeness.

3. Practicum Objective #3

THE PROGRAM WILL BE OFFERED ON A VOLUNTARY BASIS TO INTERESTED PARTICIPANTS AS PART OF THE SCHOOL SYSTEM'S PROFESSIONAL DEVELOPMENT PROGRAM.

An announcement of the Competency-Based Training Program for Department Chairpersons was included in the school system's Professional Development Workshop Bulletin for the 1975-76 school year.

The implementation, administration, further development, and evaluation of this program is the subject of the Maxi II proposal of this committee's chairman.

4. Practicum Objective #4

THE PROGRAM WILL BE APPROVED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION FOR PROFESSIONAL DEVELOPMENT WORKSHOP CREDIT.

The entire plan has been presented and approved by the Maryland State Department of Education. (Appendix item O on pages 77-105)

Conclusions

The Competency-Based Training Model seems to be an adequate and effective strategy for developing a specific Competency-Based Training Program.

A training program developed using this model should be an effective way of increasing trainees' specific competencies related to instructional improvement and instructional management tasks.

Since the additional resources needed to develop and implement such programs within school systems are minimal, the programs so developed should be cost-effective and be replicable with minimum expenditures.

General Responsibilities of Nova Participants

All of the participants were involved with the CUTP Program from its inception in April, 1974, through implementation in September, 1975. Duties included attending general session meetings, working on various sub-committees, reviewing all units developed, participating as training advisors for the field testing of units, consulting on development and revisions to units, participating in the editing, proofing, and the writing of the final report.

Each Nova participant had specific responsibilities in developing the CBTP Program. They are as follows:

Frances N. Bingen

Primary responsibilities included setting up criteria for the project needs assessment and the presentation to and coordination of assessment procedures with the Area Directors and Associate Superintendent.

Responsibilities also included authoring sections of Chapter I; and "Needs Assessment," "Surveys," and "Keeping Needs Assessment Current" in Chapter II of the final report. Mrs. Bingen authored Unit G, "Developing Curriculum Knowledge," and adapted Unit D, "The Professional Conference," from Champagne and Morgan's Supervision Guide.

Neal V. Fertitta

Primary responsibilities included maintenance of field test data, records, preparation of reports on field testing for school personnel and the Committee, and devising forms for display of field test data. Mr. Fertitta authored the section entitled "The Process of Field Testing" for the final report.

Responsibilities also included authoring of Unit E, "Identifying Learning Resources," and adaptation of Unit H, "Improving Relationship Skills," from Champagne and Morgan's Supervision Guide.

John W. McCorkill

Primary responsibilities included co-chairmanship of the Editing Committee, development of the format for printing, liaison for the Printing Department and the CBTP Committee, and the assembling and distribution of the finished product to appropriate staff.

Responsibilities also included authoring Unit L, "The Master Schedule;" Unit M, "The Department Schedule;" and adaptation of Unit R, "What Goes On In a Group," from Champagne and Morgan's Supervision Guide.

John J. Matarella

Primary responsibilities included the general chairmanship of the CBTP project, writing and distributing of the minutes, liaison with the school system's administrative staff, organizing the scheduling of field testing, assignment of training advisors, and providing forms and reports for committee activities.

Responsibilities also included the authoring of the "Program Guide;" Unit B, "The Organization and Operation of Anne Arundel County Public Schools;" and "Results and Conclusions" section of the final report.

Richard Milbourne

Mr. Milbourne coordinated the effort for securing of Maryland State Department of Education credits for the Competency-Based Program. He authored the Philosophy section of the final report.

His responsibilities also included the authoring of Unit A, "Self-Assessment of Attitudes by Educational Leaders;" Unit Q, "Evaluation of Learning;" and the supplement to "Evaluation of Learning," Q-S.

James K. Sledge

Primary responsibilities included co-chairmanship of the Editing Committee and authoring of the "Abstract" and "Introduction" of the final report.

Other responsibilities included authoring Unit I, "Writing as Communication;" Unit J, "Interviewing Prospective Personnel;" Unit K, "New Teacher Orientation;" and adaptation of Unit N, "Selecting, Planning, and Evaluating My Use of Time" from Champagne and Morgan's Supervision Guide.

Michael E. Trippett

Primary responsibilities included setting up criteria and for coordination of the development of the certification of competency instruments and procedures with the Area Directors and Associate Superintendent. Mr. Trippett authored "Procedures for Developing Units" in the final report.

Responsibilities also included the authoring of Unit O, "Departmental Funds and Expenditures," and adaptation of Unit C, "Making Classroom Observations," from Champagne and Morgan's Supervision Guide.

Oliver B. Wittig, Jr.

Primary responsibilities included the research effort for the project involving an ERIC search, preparation of a "working bibliography" for participants, and compilation of the bibliography for the "Program Guide" and Maxi I report.

Responsibilities also included authoring Unit F, "Establishing Goals, Objectives, and Priorities," and Unit P, "Understanding Your School Community."

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

TO Area Directors, Principals, Coordinators

FROM: John J. Matarella

DATE: October 23, 1974

SUBJECT: Survey

COPY TO:

As a member of a committee which is attempting to develop A Competency-Based Training Program For Department Chairmen and Other Resource Personnel, I am requesting that individuals who work with such personnel look over the following list of broad competency areas which have been tentatively identified by the committee as being appropriate for the development of one or more training modules:

A. Self-assessment of attitudes

B. Organization and Operation of The Anne Arundel County Public Schools (overview)

C. Classroom observation techniques

D. Holding conferences with teachers

E. Identifying learning resources- personnel, material, equipment

F. Establishing goals, objectives, priorities

G. Developing curriculum knowledge

H. Improving relationships skills

I. Management tasks- budget, inventory, purchasing, etc.

J. Understanding the school community

K. The evaluation of learning

L. Working with and in groups

If you can add any broad areas to this list, or if you would care to comment on any of these, the committee would very much appreciate hearing from you!

Address all replies/reactions to: John J. Matarella
Area I Office

APPROVED:

Howard N. Hall

Howard N. Hall
Associate Superintendent for Instruction

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

TO: Area Directors, Principals, Coordinators

FROM: Mrs. Frances Bingen

DATE: October 23, 1974

COPY TO:

SUBJECT: Survey

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E. Identifying learning resources- personnel, material, equipment

F. Establishing goals, objectives, priorities

G. Developing curriculum knowledge

H. Improving relationships skills

I. Management tasks- budget, inventory, purchasing, etc.

J. Understanding the school community

K. The evaluation of learning

L. Working with and in groups

If you can add any broad areas to this list, or if you would care to comment on any of these, the committee would very much appreciate hearing from you!

Address all replies/reactions to: Mrs. Frances Bingen
Manor View Elementary School

APPROVED:

Howard N Hall

Howard N. Hall
Associate Superintendent for Instruction

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

TO: Area Directors, Principals, Coordinators

FROM: Richard Milbourne

DATE: October 23, 1974

SUBJECT: Survey

COPY TO:

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E. Identifying learning resources- personnel, material, equipment

F. Establishing goals, objectives, priorities

G. Developing curriculum knowledge

H. Improving relationships skills

I. Management tasks- budget, inventory, purchasing, etc.

J. Understanding the school community

K. The evaluation of learning

L. Working with and in groups

If you can add any broad areas to this list, or if you would care to comment on any of these, the committee would very much appreciate hearing from you! In addition, if you would like to suggest any units that might be developed to meet specific area needs or policies, such suggestions would be welcome.

Address all replies/reactions to: Richard Milbourne
Area IV Office

APPROVED:

Howard N. Hall

Howard N. Hall
Associate Superintendent for Instruction

APPENDIX C

SURVEY NAME______________________________

UNITS COMPLETED BY BALTIMORE CLUSTER MEMBERS AS PART OF THE SUPERVISION MODULE

An Anne Arundel County sub-group is proposing to develop a *COMPETENCY BASED TRAINING PROGRAM FOR DEPARTMENT CHAIRMEN AND OTHER RESOURCE PERSONNEL* as a *MAXI I* practicum. We have received permission from NOVA to pattern our program after the *SUPERVISION MODULE* which the cluster has recently completed. It is our intention to modify the basic structure of that program and utilize some of the materials contained in it to develop certain skills and competencies that we will identify as part of our practicum effort.

You can be a valuable resource to us in that you may have had in-depth experience with one or more of the units which members of our group might want to use but with which they did not work.

We have listed on the reverse side of this sheet the units from the *SUPERVISION MODULE* along with the letters "W" and "M" in the response column. We would appreciate greatly your indicating the units with which you worked by circling "W" for the units you completed as written or "M" beside the units that you modified and completed.

Members of our group will be contacting you to discuss your reactions to units and any suggestions you might have for modifications to those units.

(If you feel you will need to take this form home to complete it, please request a stamped envelope from J. Matarella.)

Return form to: Thank you very much for your cooperation!

John J. Matarella
Anne Arundel County Public Schools
First Avenue & "A" Street
Glen Burnie, Maryland 21061

UNIT	Title	Response
1.	Getting a Group Together	W..M
2.	What's Happening Here What Goes On In a Group	W..M
3.	Group Leadership Skills	W..M
4.	Self-Assessment of Attitudes Relationships, and Flexibility in Supervision	W..M
5.	Generating a Plan for Self-Improvement for Supervisory Practices Based on Feedback from Supervisees and Significant Others	W..M
6.	Eliciting and Receiving Feedback From Others	W..M
7.	Identifying and Planning Supervisory Strategies Based upon an Individual's Needs and Strengths	W..M
8.	Making Classroom Observations	W..M
9.	Diagnostic Supervision	W..M
0.	What Do I Say When I Write It Down? Observation Reporting Forms	W..M
1.	Who Am I and What Do I Stand For?	W..M
2.	The Organization of Supervisory Systems	W..M
3.	The Supervisory Conference	W..M
4.	Intervention Style	W..M
5.	Audio Tape Analysis of Supervisory Tapes	W..M
6.	The Helping Relationship	W..M
7.	The Collegial Relationship	W..M
8.	Zonca's Work, A Review	W..M
19.	What To Do Until The Doctor Gets There	W..M
20.	Case History of an Instructional Consultant in an Urban School System	W..M
21.	Rationale for Supervision	W..M
22.	Workshop for Creating a Supervisory Program	W..M
23.	Group Supervision	W..M
24.	Goal Oriented Supervision	W..M
25.	The Skrak Adaptation of Behavior Modification Techniques for Changing Teacher Behavior -- Supervision by Reinforcement	W..M
26.	Selecting, Planning and Evaluating My Use of Time	W..M
27.	Assessment of Needs and Establishing Priorities	W..M
28.	Planning for Changes	W..M
29.	The Literature a Source	W..M
30.	Writing as Communication	W..M
31.	The Processes of Decision Making	W..M
32.	Decision-Making in an Organization	W..M
33.	Change Strategies	W..M
34.	Brainstorming	W..M
35.	Present Skills -- Needed Skills	W..M
36.	Sharing Information	W..M

APPENDIX D

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

TO: Current Department Chairmen & Prospective Department Chairmen

FROM: Competency-Based Training Prog. Committee

DATE:

SUBJECT: Field-testing of Competency Units from the proposed Department Chairman Training Program

COPY TO: Principals - Directors

A committee is currently working to produce a new kind of training program for Department Chairmen. Program specifications call for it to be highly individualized, competency-based, and effective in developing skills jointly identified by the individual participant, his principal, and a training advisor.

When completed, it is expected that there will be three phases to the program:

PHASE I *The participant, his principal, and a training advisor will jointly perform a needs-assessment activity and select appropriate units from the program (and perhaps modify others as needed). The selected units will then become the specific training program for that participant.*

PHASE II *The participant will perform the activities and exercises that have been specified in PHASE I. He will perform these individually or in small groups with other participants as appropriate. The units or program may be further modified or adapted during this phase by the participant with the approval of his principal and the training advisor.*

PHASE III *Upon completion of the prescribed units, the participant will meet with his principal and training advisor. After examining any products developed by the participant during the course of his activities, and after discussing with the participant activities undertaken as part of the program, the principal will either certify the participant's competency in the skill areas of the target units, or will (with the assistance of the training advisor) prescribe additional activities or exercises within the scope of the target competencies that had been determined in PHASE I.*

Once an individual's competency in the specific target areas has been certified by the principal, the participant would receive a set number of MSDE workshop credits (dependent upon the number and kind of units completed). He would also be considered as having completed the "workshop for department chairmen" which would waive the requirement to have completed a graduate level course in supervision. And, it is expected, he would have had the training to enable him to perform the duties of a department chairman effectively.

The program described above is currently under development and will be recommended to the Department of Instruction for implementation on a trial basis during the spring.

We are now in the process of field-testing units as they are being developed for the program.

We are asking for volunteers from the following groups to participate in the field-testing of one or more of the units:

(over)

(1) current department chairmen who do not meet the new requirements for that position
(2) current department chairmen who do qualify but who wish to upgrade their skills
(3) current members of the teaching staff who are interested in qualifying for department chairmenships and hope to fill such positions in the future

Such volunteers would participate in the field-testing of one or more units in the following broad competency areas:

A. Self-assessment of Attitudes
B. Organization & Operation of Anne Arundel County Public Schools
C. Classroom Observation
D. Holding Conferences
E. Identifying Learning Resources
F. Establishing goals, objectives, priorities
G. Developing Curriculum Knowledge
H. Improving Relationship Skills
I. Management Tasks--budget, inventory, purchasing, etc.
J. Understanding the School Community
K. The Evaluation of Learning
L. Working in and with Groups
X. Others as needs arise

Some of the activities and exercises will be performed by the participants on their own time, others will necessitate interactions with others during the school day.

If you volunteer to participate in the field-testing, a meeting will be set up with a training advisor for you. Such a meeting will enable the advisor to answer any further questions you might have and to match individuals with units needing a field-test situation.

In no event will a volunteer be asked for a commitment of time and energy to this project until he has had an opportunity to examine the materials he would be working with.

Field-testing responsibilities will include:

- keeping a record of the time spent on the unit
- recording reactions to the exercises
- making suggestions for the improvement of the program

What might a volunteer gain from participating in the field-testing of this program?

- If the program proves out and is adopted, it will become an alternative means of qualifying for the position of department chairman. Field-test participants will have already completed some of the requirements of the total program.
- If the program proves out and if MSDE workshop credits can be awarded upon certification of competency by the principal, credits will be awarded to the field-test participants on the basis of the work they did during the testing.
- At any rate you will have gained certain skills and knowledge that you have identified as being pertinent to the role of department chairman.

IF YOU ARE INTERESTED IN PARTICIPATING IN THE FIELD-TESTING OF ONE OR MORE UNITS OF THIS PROGRAM, PLEASE FILL OUT THE ACCOMPANYING FORM AND RETURN IT TO THE COMMITTEE'S FIELD-TEST COORDINATOR VIA YOUR PRINCIPAL.

APPENDIX E

COMPETENCY BASED TRAINING PROGRAM
FOR DEPARTMENT CHAIRPERSONS & OTHER RESOURCE PERSONNEL

++

FIELD TEST INTEREST FORM

I am interested in assisting with the field testing of the following unit(s):

1 2 3 A-1** Self-Assessment of Attitudes by Educational Leaders

1 2 3 B-1*** The Organization and Operation of A. A. Co. Public Schools

1 2 3 C-1****** Making Classroom Observations

1 2 3 D-1*** The Professional Conference

1 2 3 E-1 Identifying Learning Resources

1 2 3 F-1* Establishing Goals, Objectives, and Priorities

1 2 3 G-1 Developing Curriculum Knowledge *(under development)*

1 2 3 H-1** Improving Relationship Skills

1 2 3 I **** I-1 Writing as Communication
I-2 Interviewing Prospective Personnel
I-3 New Teacher Orientation
I-4 The Master Schedule
I-5 The Department Schedule
I-6 Selecting, Planning, and Evaluating My Use of Time *(D.C.'s only)*
I-7 Ordering Supplies, Materials, and Equipment *(under development)*

1 2 3 J-1 Understanding Your School Community

1 2 3 K-1 The Evaluation of Learning

1 2 3 L-1** What Goes on in a Group

Please arrange for a training advisor to meet with me on my planning period...

clock times: ______________________________

.....sometime during the week of February 24th.

[illegible] ______________________________

DEPARTMENT ______________________________

SCHOOL ______________________________

RETURN THIS FORM TO YOUR PRINCIPAL BY FEBRUARY 19, 1975

APPENDIX F

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
Area I Office 760-4200

memo

TO

FROM: John J. Matarella, Chairman
Competency Based Training
Program Committee

DATE:

COPY TO

SUBJECT Field-testing of Competency Based Units

Thank you very much for responding to the request for participants to field-test units in the program.

( ) Unit(s) have been completed in the competency area you have selected.

_______________ has been assigned as your training advisor and will be contacting you shortly to set up a conference.

He/she will bring a copy of Unit ________ for you to examine.

( ) We would like you to field-test units in competency area _______________ however the specific unit(s) have not been developed to the point where it would be feasable to use them at this time. We will contact you when they are ready.

( ) We already have enough participants to adequately field-test units in the competency area(s) you selected. If you would still like to participate, we need additional field-testing in competency area(s) _______________. Please contact me if you would like to work with one of these.

Thank you again for your response.

jm

CSTP/DC

APPENDIX G

GEORGE FOX JUNIOR HIGH - FIELD TESTING - APRIL, 1975

TASK ASSIGNMENT CHART

Participant	Dept.	1st Choice	2nd Choice	3rd Choice	--------	Times Available
Charles Boxwell	PE	F-1	K-1	(C-1 & D-1)	1	1:30
R. C. Boyer	Science	H-1	K-1	J-1		8:10-9:44 1:03-2:30
Emma Jane Brice	Soc St	F-1	I-3,6,7	E-1		9:45 12:30-1:50
Eva S. Borden	Media	B-1				Anytime
Pamela Swaggerty	PE	I-4,5,7	H-1	G-1		9:50-10:30
Timothy Dale	Ind Arts	G-1	H-1	K-1		1 & 6
Jeanne Volz	Science	G-1	F-1	I-3,4,5,6	J-1, K-1	1:30-2:30
Joyce M. Spring	PE	I-5,7	F-1	G-1		9:00-9:40 after 12:05
Robert G. Stouch, Jr.	Mathematics	I-4,5	I-3	F-1		12:30-2:30
Norma L. Brimsfield	Spec Ed	C-1	D-1			12:30-2:30

*Current DC

APPENDIX H

COMPETENCY-BASED TRAINING PROGRAM

PARTICIPANT DATA SHEET

Name ____________________ School ____________________

Address ____________________ Address ____________________

____________________ ____________________

Phone ____________________ Phone ____________________

Subject(s) teaching and grade level ____________________

Other subject(s) has taught ____________________

Other grade level(s) has taught ____________________

Number of years teaching __________ AACo. __________ Maryland __________

College(s) attended: Undergraduate ____________________

degree __________ Major ____________________

Minor(s) ____________________

Graduate ____________________

____

____

degree(s) ____________________

major(s) ____________________

Certification status: (Circle as appropriate)

SPC APC +5 +10 +15 +20 +25 +30

Are you currently a department chairperson? YES NO How long? 1 2 3 4+

If no, have you ever been a department chairperson? YES NO

Where? ____________________ How long? 1 2 3 4+

Planning period(s) clock times ____________________

UNIT	TARGET DATE	ADVISOR

APPENDIX I

PARTICIPANTS' REACTION FORM

COMPETENCY BASED TRAINING PROGRAM

Section 1
IDENT

Participant ______________________ School ______________

Training Advisor ______________________ Phone __________

Section 2
TIME

Unit # ______ accepted by participant on ________________

Target completion date ______________________________

Section 3
REACTION

A. How many clock hours were used in completing the exercises in this unit? (Include thinking time as well as sitting-down-and doing-time.)

B. Did you find the unit: (circle the appropriate number)

easy	1....2....3....4....5	difficult
distasteful	1....2....3....4....5	enjoyable
useless	1....2....3....4....5	useful
confusing	1....2....3....4....5	clear

C. Do you feel that the objectives written into the unit were met?

no 1....2....3....4...5 yes

If you responded 1,2, or 3; would you suggest that the objectives be changed; or that the exercises be changed; or both?

objectives....exercises....both

(Record any specific suggestions on attachments or the reverse side)

D. Do you feel that the evaluation section helps you to find out if the objectives have been reached?

no 1....2....3....4....5 yes

E. Do you have any other suggestions for improvement of this unit or the training program?

APPENDIX J

COMPETENCY BASED TRAINING PROGRAM

Suggestions for Training Advisors' meetings with field test participants

1. Arrange a time to meet with the participant at his/her convenience.

2. Meet with the participant, introduce yourself, and thank him/her for volunteering to assist with the field testing of the units.

3. Discuss with the participant his/her reactions to what he/she has already heard about the program proposal and/or field testing procedures. Ask him/her if there are any other questions before you get into the specifics of the unit.

4. Fill out the PARTICIPANT DATA SHEET.

5. Explain the PARTICIPANTS' REACTION FORM, that you will confer again after the participant has completed the unit(if not before) and that this sheet will serve as a basis for that conference. Make sure that Section 1 is filled in at this time.

6. Show the participant a copy of the particular unit(s) he/she has requested, and allow him/her time to peruse it. Answer any questions.

7. If the participant decides to continue, fill in Section 2 of the PARTICIPANTS' REACTION FORM - set up a tentative target date for the completion of the unit. Let the participant know that this is flexible- we don't know how long it should take individuals to complete the activities.

8. Explain that if we are to award MSDE credits for the completion of units (retroactively in the case of field-test participants) the bulk of the participants work with units should be done outside of duty hours.

9. As you are terminating the conference, thank the participant again, and indicate that he/she should feel free to call you if any questions or difficulties arise.

APPENDIX K

COMPETENCY-BASED TRAINING PROGRAM

Sites, Participants, Training Advisors

UNIT	SCHOOL	TEACHER	TRAINING ADVISOR
A	BPHS	Don Brotherton	Fran Bingen
	AHS	Wayne Shipley	Richard Milbourne
B	BPHS	Bob Silkworth	John Matarella
	BPHS	Carol Lewis	Ollie Wittig
C	BPHS	Bob Lewis	Neal Fertitta
	BPHS	Hal Gomer	John Matarella
	BPHS	Ron Bowers	John Matarella
	AHS	Julius Angelucci	Mike Trippett
	AHS	Harriet Grice	Ollie Wittig
D	AHS	John Meskow	Fran Bingen
	BPHS	Louis Hunt	Mike Trippett
	BPHS	Richard Porter	Mike Trippett
E	CJHS	Marla Kollar	Jack McCorkill
	CJHS	Betty Lou Riley	Jack McCorkill
F	BPHS	Bob Silkworth	John Matarella
	AHS	Christine Morley	Ollie Wittig
G	GFHS	Pamela Swaggerty	Fran Bingen
H	AHS	Jim Dillon	Neal Fertitta
	BPHS	Richard Krammes	Ollie Wittig
I	AHS	Inge Bergen	Jim Sledge
	AHS	Julia Caples	Jim Sledge
	BPHS	Gus Lundquist	Richard Milbourne
J	BPHS	Bob Silkworth	John Matarella
	AHS	Inge Bergen	Jim Sledge
	AHS	Julia Caples	Jim Sledge
K	AHS	Inge Bergen	Jim Sledge
	AHS	Julia Caples	Jim Sledge
	BPHS	David Smith	John Matarella
L	GFJH	Robert Sturch	Mike Trippett
M	GFJH	Joyce Spring	Fran Bingen
	GFJH	Robert Sturch	Mike Trippett
N	AHS	Ollie Wittig	John Matarella
O	AHS	Tom Hasty	Ollie Wittig
	AHS	William Perry	Ollie Wittig

P	AHS	R. C. Boyer	Jack McCorkill
	GFJH	Norma Brinsfield	Jim Sledge
Q	GFJH	Charles Boxwell	Neal Fertitta
	GFJH	Eva Borden	Neal Fertitta
	Area 4	Nancy Gist.	Richard Milbourne
R	BPHS	Donna Higgens	Jim Sledge

APPENDIX L

Competency-Based Training Program

PROFILE OF PARTICIPANT PROFESSIONAL BACKGROUND

Field Testing Data

TEACHING EXPERIENCE

A. Range of Grades Taught - - - - - 7 - 12

B. Average number teaching years - Total - 12

County - 10.4

PROFESSIONAL TRAINING

A. Undergraduate Degree only - - - 5

B. Undergraduate plus 30 - - - - - 1

C. Masters Degree- - - - - - - - - 29

CERTIFICATION STATUS

SPC	APC	+5	+10	+15	+20	+25	+
6	29	6	3	3	1		2

DEPARTMENT CHAIRPERSON EXPERIENCE

A. Number Presently in the Position - 20

B. Number Years Experience- - - - - 1 year - 5

2 years - 2

3 years - 3

+4 years - 10

APPENDIX M

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code A

Title Self-Assessment of Attitudes by Educational Leaders

Number of Participants in Field Test 2

DATA: A. Average completion time - 5 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy	1	1				difficult
distasteful				2		enjoyable
useless				1	1	useful
confusing			1		1	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1	1	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1	1	yes

E. Suggestions for improvement:

A summary activity before taking post-evaluation may be helpful.

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code [illegible]

Title The Organization and Operation of Anne Arundel Co. Public Schools

Number of Participants in Field Test 2

DATA: A. Average completion time - 7 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy	1		1			difficult
distasteful			1		1	enjoyable
useless					2	useful
confusing			1	1		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no					2	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no		1				yes

E. Suggestions for improvement:
If the other units are like this one, I think the committee is doing just fine!

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code C

Title Making Classroom Observations

Number of Participants in Field Test 5

DATA: A. Average completion time - 10 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			5			difficult
distasteful			1	2	2	enjoyable
useless				3	2	useful
confusing		1		4		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				2	3	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no		1		1	3	yes

E. Suggestions for improvement:

-I think it is well done, meaningful, and useful.

-Some exercises should be shortened.

-Can participant make observations in another school?

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code D

Title The Professional Conference

Number of Participants in Field Test 3

DATA: A. Average completion time - 10 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy		1	2			difficult
distasteful			2		1	enjoyable
useless				1	2	useful
confusing				3		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1	2	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no					3	yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code E

Title Identifying Learning Resources

Number of Participants in Field Test 2

DATA: A. Average completion time - 9 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy	1			1		difficult
distasteful				2		enjoyable
useless				2		useful
confusing				1	1	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no					2	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1	1	yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code F

Title Establishing Goals, Objectives, and Priorities

Number of Participants in Field Test 2

DATA: A. Average completion time - 7 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			1	1		difficult
distasteful			1	1		enjoyable
useless			1	1		useful
confusing		1	1			clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				2		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				2		yes

E. Suggestions for improvement:

- would be more helpful if had additional practical examples.

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code G

Title Developing Curriculum Knowledge

Number of Participants in Field Test 1

DATA: A. Average completion time - 12 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			1			difficult
distasteful			1			enjoyable
useless				1		useful
confusing				1		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1		yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code M

Title Improving Relationship Skills

Number of Participants in Field Test 2

DATA: A. Average completion time - 5 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			2			difficult
distasteful			1	1		enjoyable
useless			1		1	useful
confusing			2			clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1	1	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1	1	yes

E. Suggestions for improvement:

- Exercises well done.
- Add a group interaction exercise.
- Looks like a good introspective unit--strong in becoming more self-aware.

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code 1

Title Writing as Communication

Number of Participants in Field Test 3

DATA: A. Average completion time - 6 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			2	1		difficult
distasteful				3		enjoyable
useless				3		useful
confusing				2	1	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				3		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1	2	yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code J

Title Interviewing Prospective Personnel

Number of Participants in Field Test 3

DATA: A. Average completion time - 5 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy		2	1			difficult
distasteful				3		enjoyable
useless					3	useful
confusing		1		2		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1	2	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				2	1	yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code K

Title New Teacher Orientation

Number of Participants in Field Test 3

DATA: A. Average completion time - 5 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			1	2		difficult
distasteful			1	2		enjoyable
useless				3		useful
confusing		1		2		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				3		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1	2	yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code L

Title The Master Schedule

Number of Participants in Field Test 1

DATA: A. Average completion time - 5 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			1			difficult
distasteful					1	enjoyable
useless					1	useful
confusing				1		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1		yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code H

Title The Department Schedule

Number of Participants in Field Test 2

DATA: A. Average completion time - 8 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy	1			1		difficult
distasteful					2	enjoyable
useless			1		1	useful
confusing			1		1	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				2		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				2		yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code H

Title Selecting, Planning, and Evaluating My Use of Time

Number of Participants in Field Test 1

DATA: A. Average completion time - 5 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			1			difficult
distasteful					1	enjoyable
useless					1	useful
confusing				1		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no					1	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no					1	yes

E. Suggestions for improvement:

- should be a "must" unit....valuable in helping participant utilize time.

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code Q

Title Departmental Funds and Expenditures

Number of Participants in Field Test 2

DATA: A. Average completion time - 6 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy	1	1				difficult
distasteful				1	1	enjoyable
useless					2	useful
confusing				1	1	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1	1	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no			1		1	yes

E. Suggestions for improvement:

- none

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code P

Title Understanding Your School Community

Number of Participants in Field Test 2

DATA: A. Average completion time - 7 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			2			difficult
distasteful				2		enjoyable
useless			1		1	useful
confusing			1	1		clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1	1	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no			1		1	yes

E. Suggestions for improvement:

- Selecting one of the sub-communities for detailed study may help some persons.

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code Q

Title The Evaluation of Learning

Number of Participants in Field Test 3

DATA: A. Average completion time - 11 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			2	1		difficult
distasteful		1	2			enjoyable
useless				2	1	useful
confusing				1	2	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				2	1	yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no			1	1	1	yes

E. Suggestions for improvement:
- make clear the distinction between formative and summative evaluation.

APPENDIX M (cont'd)

Competency Based Training Program

PARTICIPANTS REACTION TO UNIT

Field Testing Data

UNIT - Code R

Title What Goes on in a Group

Number of Participants in Field Test 1

DATA: A. Average completion time - 12 hours

B. Reaction to Unit: (Number responses per rating)

	1	2	3	4	5	
easy			1			difficult
distasteful					1	enjoyable
useless					1	useful
confusing					1	clear

C. Do you feel that the objectives of the unit were met?

	1	2	3	4	5	
no				1		yes

D. Do you feel that the evaluation section of the unit helps you to find out if the objectives have been reached?

	1	2	3	4	5	
no				1		yes

E. Suggestions for improvement:

APPENDIX N

Editing Schedule

Date	Time	Place	Members Present	Units
5/7/75	7:30 pm-11:00 pm	Matarella's	Matarella, McCorkill, Sledge, Wittig	B-P-R
5/12/75	7:30 pm-11:30 pm	Bingen's	Bingen, Fertitta, Sledge, McCorkill	I-J-K
5/17/75	9:00 am-1:30 pm	Bingen's	Bingen, McCorkill, Sledge	H-F-D
6/10/75	7:30 pm-11:00 pm	McCorkill's	Matarella, McCorkill, Sledge	C-E-N
6/21/75	8:30 am-1:00 pm	Sledge's	Matarella, McCorkill, Sledge, Trippett	O-G
6/25/75	7:30 pm-11:00 pm	McCorkill's	McCorkill, Milbourne, Sledge, Trippett	A-Q
6/24/75	7:30 pm-11:00 pm	Bingen's	Bingen, McCorkill, Trippett	L-M
7/15/75	3:30 pm-5:00 pm	Area I Office	All members	Orientation
8/19/75	3:30 pm-5:00 pm		All members	Appendix
8/26/75	3:30 pm-5:00 pm		All members	Appendix
8/30/75	9:00 am-12:00	Wittig's	All members	Appendix
9/6/75	9:00 am-12:00	McCorkill's	All members	Appendix final
9/10/75	6 pm-	Bingen's	Bingen, Trippett, Wittig, Sledge	Edit, revisions
9/20/75	12:00-1:00 pm	Andover H.S.	All members	Edit, revisions
9/22/75	6:00 pm-7:00 pm	Andover H.S.	All members	Edit, revisions
10/13/75	7:30 pm-10:00 pm	McCorkill's	All members	Edit, revisions
10/22/75	7:30 pm-8:30 pm	Corkran Jr. H.	All members	Edit, revisions
10/30/75	7:30 pm-11:00 pm	Sledge's	Sledge, McCorkill	Edit, revisions
11/3/75	7:30 pm-11:00 pm	McCorkill's	Sledge, McCorkill, Matarella	Edit, revisions

APPENDIX O

STAFF DEVELOPMENT APPROVAL FORM

MSDE Ref. # 75-447

Title of Project: Competency Based Training Program (CBTP) for Department Chairpersons and Other Resource Personnel

Coordinator: Mr. John Matarella

Instructor: Mr. Neal Fertitta - Ms. France
Bingen - Mr. John McCorkill -
Mr. John Matarella - Mr. Richa
Milbourne - Mr. James Sledge -
Mr. Michael Trippett - Mr.
Oliver Wittig

Amount of credit requested: 1 - 9

Request submitted to State Department of Education: 8/19/75
Date

Approved by State Department of Education: 10/7/75
Date

- -

Approved by Department of Staff Development ☒

Not Approved by Department of Staff Development ☐

Not approved for the following reason(s):

Eileen M. Oickle
Coordinator Of Staff Development

Coordinator of Staff Development

October 21, 1975
Date

Staff Dev. Form #2

APPENDIX O (cont'd)

BOARD OF EDUCATION OF Anne Arundel COUNTY (CITY)

78

R/# 75-447

TO: The State Superintendent of Schools:

FROM: Eileen M. Oickle, Coordinator of Staff Development, Anne Arundel COunty Public Schools, 2644 Riva Road, Annapolis, Maryland 21401

IN RE:

Competency Based Training Program

Following is an outline of a proposed inservice program to be offered for professional growth credit:

	(Name)	(Position)
Coordinator	John Matarella	Coordinator of Instruction, Area I
Instructors	Frances Bingen	Principal, Manor View Elementary School
	Neal Fertitta	Science Resource Teacher, Area I
	John McCorkill	Assistant Principal, Annapolis Junior High
	John Matarella	Coordinator of Instruction, Area I
	Richard Milbourne	Assistant Director, Area IV
	James Sledge	Administrative Intern, George Fox Junior High
	Michael Trippett	Principal, George Cromwell Elementary Schol
	Oliver Wittig	Principal, Andover High School

itle of Program: Competency Based Training Program (CBTP) For Department Chairpersons and Other Resource Personnel.

o. of hours per class session: _____ No. of class sessions See Attachment

Amount of credit requested: See Attachment

ill you please indicate whether this inservice program meets with your approval for use as professional growth credit.

pproved: Date: 8/1/75

ounty (City) Superintendent of Schools

- -

pproved for Professional Growth Credit: Date:

Fred J. Brown, Jr. 9/16/75

ssociate State Superintendent,
ureau of Educational Programs

pproved for Certification Credit: Date:

10/1/75

ssistant State Superintendent
ivision of Certification and Accreditation

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APPENDIX O (cont'd)

ATTACHMENT

Instructors: The eight members of the competency based training program are the instructors. Any member of the committee can function as the instructor for the program (CBTP).

Number of Hours & Amount of Credit Requested: Each training unit has been allocated an average completion time based on field tested data. The number of units completed by participants and certified by the principals and training advisors will determine the amount of credit requested.

Competency Based Training Program (CBTP)
Units and Hour Values

	Units	Hour Values (135÷15=9 Credit)
A	Self Assessment of Attitudes by Educational Leaders	5
B	The Organization and Operation of A.A. Co. Public Schools	7
C	Making Classroom Observations	10
D	The Professional Conference	10
E	Identifying Learning Resources	9
F	Establishing Goals, Objectives, Priorities	7
G	Developing Curriculum Knowledge	12
H	Improving Relationship Skills	5
I	Writing as Communication	6
J	Interviewing Prospective Personnel	5
K	New Teacher Orientation	5
L	The Master Schedule	5
M	The Department Schedule	8
N	Selecting Planning and Evaluating My Use of Time	5
O	Department Funds and Expenditures	6
P	Understanding Your School Community	7
Q	The Evaluation of Learning	10
R	What Goes on in a Group	12

A minimum of fifteen (15) hours of classroom participation, plus outside preparation as assigned is required for each unit of credit.

Upon completion of workshop requirements, inservice activity report forms will be submitted for each participant. When credits have been recorded, certificates of credit will be issued to each participant.

Frances N. Bingen

emic Background

Degree M.Ed.

Year Granted 1966

Major Administration & Supervision, Elem. Ed.

Brief Résumé of Professional Experience

Teacher, Grades 2 & 3 - Dorsey Elem., Anne Arundel County, Md. 1/2 year

Teacher, Grades 1, 3 & 4 - Meade Heights Elem., A.A.Co. 7 1/2 Years

Teaching Assistant Principal-Meade Heights, A.A.Co. 2 Years

Principal - Meade Heights Elementary, A.A.Co. 4 Years

Principal - West Meade Elementary, A.A. Co. 6 Years

Principal - Manor View Elementary, A.A.Co. 5 Years

Current Assignment

Principal - Manor View Elementary School, Anne Arundel County Public Schools

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PLAN FOR INSERVICE ACTIVITY

DEVELOPING CURRICULUM KNOWLEDGE

State Specific Objectives

To assist the participant in understanding ~~the scope~~ and sequence of his particular curriculum through analysis of curriculum structure.

To assist the participant to learn a process involving adaptation of district curriculum to local school and student needs.

List Tentative Schedule of Events

Role of curriculum makers
Identification of needs
Community and School Partnership
Hidden Curriculum

Briefly Describe Content

Analysis of Curriculum Designs

Describe Types of Experiences To Be Provided for Participants

Reading, analysis, research, examination of curriculum documents and goal statements.

State Methods of Evaluating Participants' Attainment of the Objectives

Participants will be certified when they can demonstrate their ability to perform objectives listed under specific objectives Evaluation of the participant's competence will be judged by the individual's immediate superior and a training advisor--a member of the competency-based training program committee.

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PLAN FOR INSERVICE ACTIVITY

THE PROFESSIONAL CONFERENCE

STATE SPECIFIC OBJECTIVES

Participants will:

1. Learn the twelve steps in the professional conference formats;
2. Analyze a real or simulated audio-taped conference to determine if the chairperson included the twelve steps in the professional conference format;
3. Analyze a real or simulated audio-taped conference to determine the chairperson's stage of directiveness;
4. Use the professional conference format comfortably and easily, and
5. Adapt this conference format, after mastery, to your own style.

LIST TENTATIVE SCHEDULE OF EVENTS

Examination of materials
Learn the steps and sequences of the steps of the conference format
Practice using the steps
Analyze the application at the steps

BRIEFLY DESCRIBE CONTENT

Continuum of states in the chairperson's role
Steps in the professional conference
Clarification of the steps and sequence of steps of the conference format

DESCRIBE TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS

Reading
Memorizing
Conferencing

Listening
Analyzing
Questioning

STATE METHODS OF EVALUATING PARTICIPANTS' ATTAINMENT OF THE OBJECTIVES

Analyzing participants' recorded conference using the twelve steps in the conference format.

INSERVICE COURSE INSTRUCTOR

Neal V. Fertitta

ademic Background

Degree M. Ed.

Year Granted 1969

Major Science Education

Brief Résumé of Professional Experience

Teacher - grade 11	3 years
Teacher-Program Manager - Title III E.S.E.A. Project	3 Years
Chairperson for K-12 Science Task Force	1 Year
Member of Implementation Team, K-12 Science Program	2 Years
K-12 Resource Teacher in Science	2 Years

Current Assignment

K-12 Science Resource Teacher - Area I Office, Anne Arundel County Public Schools

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Bureau of Educational Programs

APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

IDENTIFYING LEARNING RESOURCES

State Specific Objectives

Participants will:

1. Specify the location and procedure for using human and print resources used in identifying learning resources
2. Complete a search of print and non-print resources for stated learning objectives in their content area
3. Explain the Anne Arundel County policy regarding use of approved and other types of instructional materials.

List Tentative Schedule of Events

Identifying and examining print resource materials
Contacting representatives of company
Critique' of media with school media specialist
Obtaining services from Area and Central Office personnel
Determining Anne Arundel County Board policy using policy guidelines
Discussion with school principal concerning school use of instructional material
Solving a problem for department teachers regarding search of appropriate material for a stated learning objective.

Briefly Describe Content

Media (print and non-print) catalogue search
Anne Arundel County Board policy search
Organization and services available at Area and Central Office levels

Describe Types of Experiences To Be Provided for Participants

Reading
Interviewing
Questioning
Discussing
Critiquing
Formative Evaluation
Budgeting

State Methods of Evaluating Participants' Attainment of the Objectives

Performance of skills listed under objectives

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APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

IMPROVING RELATIONSHIP SKILLS

State Specific Objectives

Participants will:

1. Determine relationships participant feels are positive and helping.
2. Identify values and biases about good teaching
3. Analyze their intervention style
4. Determine their ability to communicate effectively with others (written and verbally)

List Tentative Schedule of Events

Self-examination
Responding to a colleagues biases of good teaching
Response by a colleague of own biases of good teaching
Determining intervention style
Determining effectiveness of written communications to department members.

Briefly Describe Content

Using checklist for intervention style
Using response sheet for determining biases
Reading description of a helping relationship
Writing communications to teachers

Describe Types of Experiences To Be Provided for Participants

Reading
Discussing
Writing
Self-examination
Analyzing
Questioning
Interviewing

State Methods of Evaluating Participants' Attainment of the Objectives

Performance of skills listed under objectives.

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Bureau of Educational Programs

APPENDIX O (cont'd)

INSERVICE COURSE INSTRUCTOR

John W. McCorkill

ademic Background

Degree M. Ed.

Year Granted 1968

Major Secondary Education

Brief Résumé of Professional Experience

Teacher Grade 9 Civics - George Fox Jr. High	4 Years
Administrative Intern - Brooklyn Park High	2 Years
Assistant Principal - Brooklyn Park High	3 Years
Assistant Principal - Corkran Junior High	1 Year
Assistant Principal - Annapolis Junior High	1 Year

Current Assignment

Assistant Principal at Annapolis Jr. High School - Anne Arundel County Public School

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Bureau of Educational Programs

APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

THE MASTER SCHEDULE

State Specific Objectives

Participants will:

1. Be familiar with the types of schedules that are used in the Anne Arundel County School System
2. Be able to identify the type of schedule that is utilized in their school
3. Be able to identify what types of information are found on the master schedule.

List Tentative Schedule of Events

Examination of materials
Complete exercises to achieve above objectives
Complete evaluation exercise

Briefly Describe Content

Types of mater schedules with examples
Examples to develop familiarity with the master schedule
Exercises to show understanding of the master schedule

Describe Types of Experiences To Be Provided for Participants

- Reading
- Interviewing
- Researching
- Discussing
- Listening
- Comparing

State Methods of Evaluating Participants' Attainment of the Objectives

Performance of skills listed under objectives.

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Bureau of Educational Programs**

PLAN FOR INSERVICE ACTIVITY

THE DEPARTMENT SCHEDULE

State Specific Objectives

Participants will:

1. Be able to determine the room needs of a Department
2. Be able to construct a Department Schedule
3. Be able to estimate the number of teachers needed for a department.

List Tentative Schedule of Events

1. Examination of materials
2. Performance of exercises
3. Performance of evaluation exercises

Briefly Describe Content

Introduction
Exercises designed to develop a Department Schedule
Exercises designed to determine teacher needs
Evaluation Exercises

Describe Types of Experiences To Be Provided for Participants

Reading
Examples
Responding
Paraphrasing
Comparing
Discussing
Problem Solving

State Methods of Evaluating Participants' Attainment of the Objectives

Performance of the skills listed under objectives

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Bureau of Educational Programs

PLAN FOR INSERVICE ACTIVITY

WHAT GOES ON IN A GROUP

State Specific Objectives

Participants will:

1. Be able to develop several techniques to assess the working of a group.
2. Be able to analyze and help others analyze the processes of groups.
3. Be able to focus on and summarize the progress and process of a group.

List Tentative Schedule of Events

Evaluation of materials
Performance of Exercises
Performance of the evaluation

Briefly Describe Content

Functions of a group
Types of behaviors found in a group
Exercises and evaluation

Describe Types of Experiences To Be Provided for Participants

Reading
Paraphrasing
Researching
Observations
Sociogram
Questioning
Comparisons
Discussing

e Methods of Evaluating Participants' Attainment of the Objectives

Performance of skills listed under objectives.

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Bureau of Educational [illegible]

APPENDIX O (cont'd)

INSERVICE COURSE INSTRUCTOR

n J. Matarella

emic Background

Degree M.Ed.

Year Granted 1965

Major Educ. Admin. & Supv.

Brief Résumé of Professional Experience

Teacher grade 7 - General Education - Marley Jr. High - 2 years

Foreign Language Department Chairman - Andover High School - 3 years

Instructor - Education - Towson State College - 2 Years

Supervisor of Instruction 7-12 - Brooklyn Park High School - 8 Years

Current Assignment

Coordinator of Instruction K-12 - Area I Office, Anne Arundel County Public Schools

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Bureau of Educational Programs

APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

ORGANIZATION AND OPERATION OF ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

State Specific Objectives

Participants will:

1. Be familiar enough with the Board Policy, School Law Handbook, and the Board of Education Document to quickly locate items of specific interest to their department members, students, parents, community.
2. Understand the basic structure of the organization of the school system well enough to identify positions to which specific responsibilities have been assigned.
3. Be able to identify specific kinds of services available from their area and central offices to assist them, their department members, and their students.

List Tentative Schedule of Events

Examination of materials
Reseach specific items in documents
Interview staff member(s)

Briefly Describe Content

School policies
School Laws
Organization of Anne Arundel County Schools
School Budget

Describe Types of Experiences To Be Provided for Participants

Reading
Paraphrasing
Researching
Interviewing
Surveying
Questioning
Responding
Discussing

State Methods of Evaluating Participants' Attainment of the Objectives

Performance of skills listed under objectives

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Bureau of Educational Programs

PLAN FOR INSERVICE ACTIVITY

MAKING CLASSROOM OBSERVATIONS

State Specific Objectives

To assist the participant in developing and using classroom observation instruments and techniques.

List Tentative Schedule of Events

Classroom Observations

Briefly Describe Content

Observational Instruments
Observational Techniques

Describe Types of Experiences To Be Provided for Participants

Reading, differentiating, identifying, inferring, developing instruments, observing, comparing, discussing.

e Methods of Evaluating Participants' Attainment of the Objectives

Participants will be certified when they can demonstrate their ability to perform objectives listed under specific objectives. Evaluation of the participant's competence will be judged by the individual's immediate superior and a training advisor--a member of the competency-based training program committee.

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Bureau of Educational Personnel

APPENDIX O (cont'd)

INSERVICE COURSE INSTRUCTOR

Richard M. Milbourne

Academic Background

Degree M.Ed.

Year Granted 1970

Major EDAD

Brief Résumé of Professional Experience

Classroom teacher - 1961 - 1966 Parole Elementary School, A.A.Co.

Assistant Principal- 1966 - 1969 Millersville Elementary School, A.A.Co.

Principal - 1970 - 1973 Severn Elementary School, A.A.Co.

Assistant Director - Area IV 1973 to Present

Associate Professor - Bowie State Evening College - 1970 to Present.

Current Assignment

Assistant Area Director, Anne Arundel County Public Schools

Prepare and Forward in Quadruplicate to Associate State Superintendent, Bureau of Educational Programs

PLAN FOR INSERVICE ACTIVITY

SELF ASSESSMENT OF ATTITUDES BY EDUCATIONAL LEADERS

State Specific Objectives

Self assessment of attitudes by Educational Leaders
Participants will:

1. Explain the Pygmalion Effect
2. Explain the unexpected outcome
3. Identify your attitudes about observational functions and the motivations for people's working behavior
4. Identify your personal flexibility and your attitudes about this characteristic in yourself
5. Draw relationships among your responses and decide if you wish to change behaviors and attitudes.

List Tentative Schedule of Events

1. Assess behavior - The X-Y Scale
2. Examine theories of leadership
3. Determine flexibility - Flexibility Scale
4. Analysis of Relationships
5. The Pygmalion Effect
6. Stereotypes
7. Evaluation of Exercises

Briefly Describe Content

1. Educational Leaders Attitudes
2. Individual Leadership Theory
3. Working Relationships - Identifiable Inconsistencies
4. Analysis of the Pygmalion Effect
5. Analysis of Stereotypes - Groups - Individuals

escribe Types of Experiences To Be Provided for Participants

1. Identify parts of the Pymalion Effect
2. Use multi-media to project stereotypes
3. Determine individual working style and working relationships
4. Work individually and with small discussion groups
5. Demonstrations and discussion of techniques to assess techniques of Educational Leaders.

Methods of Evaluating Participants' Attainment of the Objectives

Participants will be certified when they can demonstrate their ability to perform objectives listed under specific objectives. valuation of the participant's competence will be judged by the ndividual's immediate superior and a training advisor-- a member f the competency-based training program committee.

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APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

THE EVALUATION OF LEARNING

State Specific Objectives

will:

1. Explain and give examples of summative evaluation
2. Explain and give examples of formative evaluation
3. Explain similarities and differences between diagnostic, formative and summative evaluations
4. Interpret MAAP test profiles (School, County, State)
5. Interpret individual and class criterion reference scores
6. Identify and use evaluation techniques for affective objectives.

List Tentative Schedule of Events

1. Listen to cassette tapes
2. Test usage and construction
3. Read information sheets
4. React to action tasks
5. Interpret graphs and profiles

Briefly Describe Content

1. Summative Evaluation
2. Formative Evaluation
3. Disgnostic Evaluation
4. Test Profiles (Norm)
5. Criterion Reference
6. Affective Objectives

Describe Types of Experiences To Be Provided for Participants

1. Use summative techniques to evaluate student learning
2. Construct a table of specifications
3. Evaluate student learning formatively
4. Interpret student and class criterion summaries
5. Use of the Semantic Differential Technique

ate Methods of Evaluating Participants' Attainment of the Objectives

Participant will be certified when they can demonstrate their ability to perform objectives listed under specific objectives. Evaluation of the participant's competence will be judged by the individual's immeduate superior and a training advisor--a member of the competency-based training program committee.

epare and Forward in Quadruplicate to Associate State Superintendent.

INSERVICE COURSE INSTRUCTOR

Jim Sledge

.cademic Background

Degree Masters

Year Granted 1973

Major Education

rief Résumé of Professional Experience

1964-1965-Teacher - Randolph County, North Carolina

1965-1970-Teacher - Anne Arundel County Public Schools

1970- Present - Administrative Intern, Anne Arundel County

rrent Assignment

Administrative Intern - Anne Arundel County Public Schools

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PLAN FOR INSERVICE ACTIVITY

SELECTING PLANNING AND EVALUATING MY USE OF TIME

State Specific Objectives

The Participants Will:

1. Accurately on-job performance
2. Determine and assess performance priorities of time
3. Identify any reemphasis of time use

List Tentative Schedule of Events

1. Categorying time
2. Recording results
3. Revising results

Briefly Describe Content

Content deals with affective use of the D.C.'s time.

Describe Types of Experiences To Be Provided for Participants

Recording
Classifying
Revising
Answering

te Methods of Evaluating Participants' Attainment of the Objectives

Performing of skills listed under objectives.

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APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

WRITING AS COMMUNICATION

State Specific Objectives

Participants will:

Communicate written ideas, proposals, and directives in clear language by incorporating the concept of a person in your writing and by demonstrating awareness of accountability in written communiques.

List Tentative Schedule of Events

Read exercise material
Responding to questions, letters, etc. in writing

Briefly Describe Content

Identification of Persons
Identification of Point of View
Identification of Relationships in Writing
Communicating the Written Word

Describe Types of Experiences To Be Provided for Participants

Reading
Writing
  a. answers
  b. memos
  c. letters

ate Methods of Evaluating Participants' Attainment of the Objectives

Performing of skills listed under objectives.

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Bureau of Educational [illegible]

APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

INTERVIEWING PROSPECTIVE PERSONNEL

State Specific Objectives

The Participants Will:

1. Understand the role of the department chairperson in an employment interview
2. Devise an interview strategy for selecting the best possible candidate
3. Identify specific personnel qualities required for your department.

List Tentative Schedule of Events

Method of Identification of personal traits
Method of Identification of specific departmental skills
Method of Preparation for an interview
Method of Identification of specific leading skills

Briefly Describe Content

Reading interview process
Preparing interview to select best candidate

Describe Types of Experiences To Be Provided for Participants

Reading
Answering
Questioning
Discussing

State Methods of Evaluating Participants' Attainment of the Objectives

Performing of skills listed under objectives.

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APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY

NEW TEACHER ORIENTATION

State Specific Objectives

The Participant Will:

1. Understand the role of the D.C. in the orientation process.
2. Design an orientation program for your department.
3. Relate the school orientation program to the departmental orientation program.

List Tentative Schedule of Events

Reading selection
Learning about school orientation

Briefly Describe Content

Explanation of the orientation process
Study of orientation process in a given school
Preparation of an orientation program

Describe Types of Experiences To Be Provided for Participants

Reading
Listening
Evaluating/Critiquing.

Planning
Discussing

e Methods of Evaluating Participants' Attainment of the Objectives

Performing of skills listed under objectives

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Bureau of Educational

INSERVICE COURSE INSTRUCTOR

ichael E. Trippett

emic Background

Degree M.Ed.

Year Granted 1972

Major Reading

Brief Résumé of Professional Experience

Teacher - Grade 5 Richard Henry Lee (1 year)

Teacher - Grade 6 Richard Henry Lee (1 year)

Teaching Assistant Principal (Southgate Elementary) 1 Year

Administrative Intern - Southgate Elementary (1 year)

Assistant Principal - Lake Short Elementary (2 years)

Assistant Principal - Point Pleasant Elementary (1 year)

All experience in Anne Arundel County

Current Assignment

Principal - George Cromwell Elementary School - Anne Arundel County Public Schools

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PLAN FOR INSERVICE ACTIVITY

DEPARTMENTAL FUNDS AND EXPENDITURES

State Specific Objectives

To assist the participant in examining the relationships between making budget requests and requisiting.

List Tentative Schedule of Events

Review Budget
Identify Needs
Budget Construction
Procedures and Follow Through

Briefly Describe Content

Budget printouts
Requisition forms
Budget Procedures
Budget Management

Describe Types of Experiences To Be Provided for Participants

Reading, analysis, discussion, practice

te Methods of Evaluating Participants' Attainment of the Objectives

Participants will be certified when they can demonstrate their ability to perform objectives listed under specific objectives. Evaluation of the participant's competence will be judged by the individual's immediate superior and a training advisor--a member of the competency-based training program committee.

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Bureau of Educational Programs

INSERVICE COURSE INSTRUCTOR

Oliver Wittig

Academic Background

Degree M Ed

Year Granted 1965

Major Educational Administration

Brief Resume of Professional Experience

Mathematics teacher, A. A. Co. Public School 1959-1963

Assistant Principal, Corkran Jr. High, Annapolis Jr. High, Glen Burnie High 1963-1972

Principal, Andover High School 1972-present

Instructor, Modern Math In-Service Program 1963-1964

Committee member, Committee to Study Role of Department Chairperson, Committee on Secondary Staffing

Current Assignment

Principal, Andover High School, Andover Rd., Linthicum, Md. 21090

APPENDIX O (cont'd)
PLAN FOR INSERVICE ACTIVITY

UNDERSTANDING YOUR SCHOOL COMMUNITY

State Specific Objectives

vidualized competency based learning package for department chairperson
tended to help them.
Define the geographic characteristics of the school community.
Identify the demographic characteristics of the school community.
Identify "hidden characteristics" in the school community.
Identify and list community resources useful in a discipline.
Design strategy for using community resources.

List Tentative Schedule of Events

Participant will define the school attendance area through interview, examination of school records, field trips. The demographic characteristics will be learned through investigation, interview, field studies, and reading. Participant will use this data to identify possible educational resources in the school community and will devise a strategy to integrate these into the instructional program of his discipline.

Briefly Describe Content

Participant will work individually, with colleagues, and lay persons to learn about the community served by the schools. He will be expected to investigate the geographic and demographic characteristics of the community which determine the needs and influence the instructional program. "Hidden characteristics," those less obvious factors which can have impact on an instructional program, will be investigated. Using the data collected, the participant will be expected to design a strategy to bring community resources and the school together.

Describe Types of Experiences to be Provided for Participants

Participant will be involved in the following experiences: interview, basic field investigation, meetings with colleagues, written reports, and oral reports.

State Methods of Evaluating Participants' Attainment of the Objectives

Formative evaluation is done by the individual participant as part of the learning package. Evaluation of the participant's competence will be judged by the individual's immediate superior (principal) and a training advisor--a member of the competency-based training program committee. Individual competency judgement will be based on the written work submitted by the participant and an evaluation conference conducted by the principal and training advisor.

APPENDIX O (cont'd)

PLAN FOR INSERVICE ACTIVITY
Establishing Goals, Objectives, and Priorities

State Specific Objectives

Define NEEDS, GOALS, OBJECTIVES, and PRIORITIES.
Identify ways to determine NEEDS of an organization.
Identify sources of information for use when determining goals and objectives.
Develop and use a model for needs assessment and goal setting.

List Tentative Schedule of Events

Initially the participant will examine working definitions for Needs, Goals, Objectives, and Priorities. These will be refined to suit individual's area of responsibility. The next step will include the examination of a model for needs assessment and goal setting. This will include a step-by-step walk through. The needs assessment-goal setting model will be adapted for use by the individual in his job setting. The model will be used in a practical situation and evaluated.

Briefly Describe Content

The unit consists of an individualized competency based package to be used by a practicing or prospective department chairperson. The training exercises included require the participant to examine definitions and procedures for needs assessment and goal setting until he has gained competency in these areas. The definitions and models are adapted by the participant for use in his particular job setting. The final form of the definitions and model are applied to a practical job-related situation.

Describe Types of Experiences To Be Provided for Participants

Particpant will deal with some factual examples related to needs assessment-goal setting presented by the package. Emphasis will be on using these samples as a guide to the development with models which are to be tried by the participant. The participant is expected to interact with other professionals--superior, colleagues, or subordinates-during the work phase of the package. The intent of the unit is to provide the practicing or prospective department chairperson the knowledge and skills to adequately perform department level needs assessment and goal setting within the total school setting.

State Methods of Evaluating Particpants' Attainment of the Objectives

Formative evaluation is done by the individual participant as part of the learning package. Evaluation of the participant's competence will be judged by the individual's immediate superior (principal) and a training advisor--a member of the competency-based training program committee. Individual competency judgement will be based on the written work submitted by the participant and an evaluation conference conducted by the principal and training advisor.

APPENDIX P

ANNE ARUNDEL COUNTY MAXI I PRACTICUM GROUP - RECORD OF MEETINGS

DATE	TIME	LOCATION	PURPOSE
4/15/74	7:30 p.m.	7951 Covington	Finalize first draft of practicum proposal
4/23/74	8:30 a.m.	Chinquapin annex	Present proposal to directors
6/6/74	3:30 p.m.	Area I Office	Discuss proposal with E. Oikle Prepare proposal addendum
6/11/74	8:30 a.m.	Chinquapin annex	Present addendum to directors
6/20/74	3:30 p.m.	Area I Office	Determine roles - schedule
7/2/74	3:30 p.m.	Area I Office	Discuss assessment, field testing, research
7/9/74	8:30 a.m.	Green Street	Sub-group meet with Dr. Alsobrook to discuss research methods
7/16/74	3:30 p.m.	Area I Office	Individual participant responsibilities, ERIC & CIJE search, format
7/23/74	3:30 p.m.	Area I Office	Final draft proposal
8/6/74	3:15 p.m.	Hollywood, Fla.	Unit design, resources, survey
9/16/74	7:30 p.m.	7950 Covington	Proposal status, format, research
9/25/74	8:00 p.m.	7951 Covington	Sub-group research
10/3/74	8:00 p.m.	213 S. Carolina	Unit critiques, generalizations
10/8/74	10:30 a.m.	Chinquapin annex	Meet with practicum observers, review survey & units
10/17/74	3:30 p.m.	Area I Office	Field testing, Unit review
10/17/74	6:30 p.m.	647 Covington	Unit reviews, Addtl & alt units
10/23/74	7:30 p.m.	7951 Covington	Review proposal addendum, evaluation
11/4/74	7:30 p.m.	647 Covington	Brainstorm newly assigned units
11/18/74	7:30 p.m.	543 Maple Ridge Lane	Survey results - evaluation - field testing

DATE	TIME	LOCATION	PURPOSE
11/23/74	8:30 a.m.	213 S. Carolina	Planning for field testing
12/2/74	7:30 p.m.	7950 Covington	Initial field testing reports - planning
12/9/74	7:30 p.m.	7950 Covington	Planning for field testing - second site unit reviews
12/30/74	7:30 p.m.	7951 Covington	Addendum to Proposal - unit revisions
1/29/75	7:30 p.m.	7950 Covington	Preliminary field test results - unit reviews
2/12/75	7:30 p.m.	647 Covington	MSDE Credit application - Needs Assessment device - unit modifications
3/25/75	7:30 p.m.	7950 Covington	Unit modifications based on FT results
3/28/75	9:00 a.m.	7951 Covington	Unit modifications based on FT results
4/23/75	7:30 p.m.	7951 Covington	Completion of MSDE Credit Application
5/7/75	7:30 p.m.	7950 Covington	Completion of MSDE Credit Application
5/22/75	7:30 p.m.	7950 Covington	Writing assignments (report sections)
6/3/75	7:30 p.m.	647 Covington	Writing assignments (report sections)
6/17/75	7:30 p.m.	647 Covington	Unit modifications
6/24/75	3:30 p.m.	Area I Office	Final Field Test reports
7/1/75	3:30 p.m.	Area I Office	Review of unit modifications
7/8/75	3:30 p.m.	Area I Office	Review of Research Section of Report
8/19/75	7:30 p.m.	7951 Covington	Format & distribution decisions
8/30/75	9:00 a.m.	7951 Covington	Planning for implementation

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FEB 27 1976

CBTP

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

PROGRAM GUIDE

- Orientation Unit
- Needs Assessment Device
- Competency Certification Instrument
- Bibliography

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The gratitude of the committee is hereby expressed to Drs. John L. Morgan, David W. Champagne, and Gerald E. Sroufe, Nova University, Fort Lauderdale, Florida, for permission to adapt some of their materials and procedures in the development of this program.

COMPETENCY BASED TRAINING PROGRAM GUIDE

Orientation Unit

INTRODUCTION

You are about to begin a unique training experience. Please study this guide carefully, and perform the needs assessment activities carefully and thoroughly. You will be helping to design your individual training program from the competency components. The skill you use in dealing with the needs assessment activities will to a large extent determine the amount of success you experience with the program.

Some Characteristics of the Program

1. *COMPETENCY BASED* - The program is competency based in that specific competencies were identified by administrators and teachers as being necessary to the functioning of department chairpersons under their new job description. The program also borrows some notions from the CBTE (Competency Based Teacher Education) movement in that credit will be awarded to participants upon their certification of competency in the various units independent of the amount of time that is spent developing the specific skills and knowledge which make up the broad competency areas.

2. *INDIVIDUALIZED* - The program is individualized in that you are able to assist in the selection of the units that will make up your personal training program. You will, with the approval of your principal and training advisor, select from one to eighteen units or competency areas that you feel are most urgent for you to pursue at the present time. You will also have the option of redesigning any or all of the units that you have selected from the program if you feel you can come up with more relevant and personalized activities to reach the unit objectives. This would, of course, need to be done with the approval of your principal

and training advisor. (We encourage you to do this--we want the program to be an exciting and positive way for you to grow professionally and not a series of hurdles for you to leap!)

3. *SELF-PACED* - With individualization comes self-pacing. Once your tailor-made program has been approved and a reasonable time line for completion of the units has been established, you are free to determine your own pace. You may wish to work on units one at a time or work on several at the same time. For your convenience and to encourage you to complete the exercises at a reasonable pace, your contract will be broken into semester segments. Additionally, you will be contacted by your training advisor at least quarterly. Whenever you complete a segment of units, you may request a certification of competency conference.

4. *FLEXIBLE* - As you can readily grasp from the foregoing discussions, the program has a great deal of flexibility built in. We recognize that individual participants will approach this program with a variety of backgrounds, experiences, ways of learning, and needs and have sought to take these into account as the program was being developed and as procedures were adopted. We invite your comments, reactions, and criticisms of all phases of the program. The developers and training advisors will be meeting at least monthly to review the selections, progress, and comments of participants. We want to keep the program up-to-date and responsive to the needs of those preparing to assume the instructional improvement and instructional management roles necessary to the functioning of a first-rate school system.

Program Phases

You will encounter three phases in the program:

Phase I The participant, his principal, and a training advisor will jointly perform a needs assessment activity and select appropriate units from the program (and perhaps modify others as needed). The selected units will then become the specific training program for that participant.

Phase II The participant will perform the activities and exercises that have been specified in Phase I. He will perform these individually or in small groups with other participants as appropriate. The units or program may be further modified or adapted during this phase by the participant with the approval of his principal and the training advisor.

Phase III Upon completion of the prescribed units, the participant will meet with his principal and training advisor. After examining any products developed by the participant during the course of his activities and after discussing with the participant activities undertaken as part of the program, the principal will either certify the participant's competency in the skill areas of the target units or will (with the assistance of the training advisor) prescribe additional activities or exercises within the scope of the target competencies that had been determined in Phase I. Once your competencies in the specific target area have been certified by the principal, you will receive from one to nine credits (either MSDE or University) depending upon the number and kind of units completed and the arrangements you have made with your training advisor.

A NOTE ABOUT CREDITS:

- Up to ½ of the 30 credits beyond the Bachelor's Degree needed to qualify for an Advanced Professional Certificate may be MSDE Workshop Credits (a maximum of 15).
- Only university credit may be used to qualify for the "30 beyond" increment.

Units

Each unit is designed to develop skills and understandings in a specific competency area. There are three elements to each unit:

1. UNIT OBJECTIVES - These specify the expected outcomes in behaviorally stated terms. A listing of the objectives for all units will be found in the needs assessment device. A quick review of these objectives will give you a good idea of the scope of each unit and a summary of the program.

2. EXERCISES - These are the learning and practice activities which we have found to be helpful to participants in meeting the unit objectives. There are a variety of types of activities--reading, writing, listening, conferencing, investigating, doing, sharing, producing, etc. We encourage participants to work with their colleagues whenever possible, getting their opinions, commenting on participants' work, etc. We also encourage participants to discuss their work with their principal and/or training advisor throughout their work with the program. The products and learnings from your use of these exercises will also be used as part of your competency certification.

3. EVALUATION - Each unit includes a "capstone" activity at the end which will be used as the primary evaluation of your competency in the unit's area. Additionally, as indicated above, other exercise items will support your competency evaluation.

Self-Check

We've given you a lot of information in a short period of time. It would be profitable for you, at this point, to do the following exercise to check your understanding of the information presented. After you have completed the self-check exercise, discuss your answers with a colleague who has also read this guide or check back in the texts above to confirm the accuracy of your responses.

1. The Competency Based Training Program does not claim to be:

a based on identified competencies
b individualized
c self-paced
d flexible
e traditional

2. The program procedures will assure that:

a all participants will complete units at the same time
b all participants will select the same units
c all units will be selected
d all participants will be successful
e none of the above

3. There are ____________ phases to the program.

a one
b two
c three
d four
e five

4. The program (specific units) for an individual will be selected by:

a the participant with the approval of the principal and training advisor
b the training advisor with the approval of the principal and participant
c the principal with the approval of the participant and training advisor
d the participant alone
e the training advisor alone

5. The participant's competency will be certified by:

a the principal
b the participant
c the training advisor
d consensus of all three
e a group of one's colleagues

6. Which of the following is not encouraged?

a working together with colleagues
b recommending changes to the program
c recommending changes to the units
d doing all of the units
e discussing activities with the principal and the training advisor

7. MSDE Workshop Credits can be used for:

   a earning a Standard Professional Certificate
   b earning an Advanced Professional Certificate
   c qualifying for ½ of the credits necessary for an Advanced Professional Certificate
   d meeting the requirements for 30 beyond
   e reimbursement for college credit

8. Which of the following is not an element of the unit structure?

   a objectives
   b exercises
   c evaluation exercises
   d a written examination

After you have checked your responses to the self-check exercise and are confident that you understand the basic features of the program, you are ready to begin with the needs assessment device. Follow the directions carefully.

NEEDS ASSESSMENT DEVICE

On the following pages you will find a list of the units included in the Competency Based Training Program. Prior to the conference scheduled for you, your principal, and the training advisor, you should go through the list of units and objectives at least twice. On the first pass rate each unit according to the scale below:

Mastery

1 = I can demonstrate this skill or competence now.

2 = I have only minimum competence here, but other things are more important right now.

3 = I have little competence in this area and need to develop greater mastery of this skill area now.

Once you have indicated a level of mastery for each unit, examine closely each unit for which you have indicated a "3." Then go through the list and rate each of these units according to the scale below:

Need

A = I don't relate to this unit as structured; I will design more relevant experiences for myself and get the critique of one of my colleagues before I present them to my principal and training advisor for approval.

B = I will adapt this unit to fit my needs, and if my adaptations are approved, I will complete this unit as adapted.

C = I will complete the unit as written.

The ratings you have given each unit will be reviewed at the conference with your principal and training advisor. At that time you will also assign a high, medium, or low priority to the units that you will need to complete.

UNIT A
Self-Assessment of Attitudes by Educational Leaders

You will:
- explain the Pygmalion Effect.
- explain the unexpected outcome.
- identify your attitudes about observational functions and the motivations for people's working together.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT B
The Organization & Operation of Anne Arundel County Public Schools

You will:
- be familiar enough with the Board Policy Book, School Law Handbook, and the Board of Education Budget Document to quickly locate items of specific interest to your department members, students, parents, or community.
- understand the basic structure of organization of the school system well enough to identify positions to which specific responsibilities have been assigned.
- be able to identify specific kinds of services available from your central and area offices to assist you, your department members, and your students.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT C
Making Classroom Observations

You will:
- develop and use a process for designing and using classroom observation instruments.
- learn the difference between *data* and *inference*, and collect data in classroom observations.
- design some classroom observation instruments appropriate for specific purposes identified by you and the teacher.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT D
The Professional Conference

You will:
- learn the twelve steps in the professional conference format.
- analyze a real or simulated audiotaped conference to determine if the chairperson included the twelve steps in the professional conference format.
- analyze a real or simulated audiotaped conference to determine the chairperson's stage of directiveness.
- use the professional conference format comfortably and easily.
- adapt this conference format, after mastery,to your own style.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT E
Identifying Learning Resources

You will:

- specify the location of the following items: company catalogs, directory of company agents, and county media services.
- complete a search of company catalogs dealing with print and non-print instructional materials in order to list all materials available on a specific topic.
- summarize the procedure for obtaining instructional materials or services from: county central office, area office, or commercial vendors.
- explain the Board policy dealing with the process of evaluating and selecting basic and supplementary instructional materials.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT F
Establishing Goals, Objectives, & Priorities

You will:
- define *needs, goals, objectives,* and *priorities.*
- distinguish between *instructional objectives* and *management objectives.*
- identify ways of determining needs of an organization.
- identify the sources of information (inputs) for gathering data to use when determining goals and objectives.
- use a *goal-setting model* for accomplishing goals and objectives for your area of responsibility.
- adapt the *goal-setting model* for use in your job setting.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT G
Developing Curriculum Knowledge

You will:
- learn a process of analyzing curriculum structure.
- be able to determine curriculum organization through content or process development analysis.
- determine the scope and sequence of your own curriculum area.
- practice relating the needs of students to curriculum development.
- be able to select curriculum content and skills designed to meet state and county goals and objectives.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT H
Improving Relationship Skills

You will:
- determine your definitions and experiences about relationships you perceive as positive and helping to you.
- identify your values and biases about teaching in order to speculate on the effects your biases have on your relationships with others.
- analyze the meaning of the behavior patterns in your intervention style in order to interpret the effectiveness of that style in producing the changes you are trying to bring about.
- elicit and receive feedback from others in order to accurately determine the affect and content of your ability to communicate effectively with others and to use this behavior in order to be sure you listen carefully to others.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT I
Writing As Communication

You will:
- communicate written ideas, proposals, and directives in clear language by incorporating the concept of *persona* in your writing.
- demonstrate awareness of accountability in written communiques.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT J
Interviewing Prospective Personnel

You will:
- understand the role of the department chairperson in an employment interview.
- devise an interview strategy for selecting the best possible candidate.
- identify specific personnel qualities required for your department.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT K
New Teacher Orientation

You will:
- understand the role of the department chairperson in the orientation process.
- design an orientation program for new members in your department.
- relate the school orientation program to the departmental orientation.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT L
The Master Schedule

You will:
- become familiar with the types of schedules that are used in the Anne Arundel County School System.
- be able to identify the type of schedule that is utilized in your school.
- be able to determine what types of information are found on the master schedule.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT M
The Department Schedule

You will:
- be able to determine the room needs of a department.
- be able to construct a department schedule.
- be able to estimate the number of teachers needed for a department.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT N
Selecting, Planning, and Evaluating My Use of Time

You will:
- accurately record your on-job performance on the forms provided in the sequence.
- determine and assess the performance priorities you set in your use of time.
- identify reemphasis needed and describe a clear plan for time use consistent with new priorities.
- implement and evaluate the success of the new plan.
- plan, implement, and evaluate further changes to reach new priorities.

NOTE: This unit should only be undertaken by acting department chairperson.

Mastery.
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT O
Departmental Funds And Expenditures

You will:
- be able to describe the differences between budget requests and requisition procedures.
- be able to complete a requisition form for your department.
- be able to describe a simple method of record-keeping for departmental accounts.
- be able to describe the differences between MOI (materials of instruction) and equipment purchases.
- be able to interpret a transfer authorization.

Mastery
1 2 3

Need
A B C

Priority
Hi Med Lo

UNIT P Understanding Your School Community You will: • define the geographic characteristics of your school community. • identify the demographic characteristics of the school community which can influence the school's instructional program. • list some of the "hidden characteristics" of the school community which affect the instructional process. • identify and list resources in the school community which can be useful in your discipline area. • design a simple strategy for getting community resources and the school together to benefit instruction.	Mastery 1 2 3 Need A B C Priority Hi Med Lo		
UNIT Q The Evaluation of Learning You will: • explain and give examples of summative evaluation. • explain and give examples of formative evaluation. • explain similarities and differences between diagnostic, formative and summative evaluations. • identify and use evaluation techniques for affective objectives.	Mastery 1 2 3 Need A B C Priority Hi Med Lo		
UNIT R What Goes On In A Group You will: • develop several techniques to assess the workings of a group. • analyze and help others analyze the processes of groups. • develop the skill to focus and summarize the progress and process of a group.	Mastery 1 2 3 Need A B C Priority Hi Med Lo		

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

COMPETENCY BASED TRAINING PROGRAM

FOR DEPARTMENT CHAIRPERSONS & OTHER RESOURCE PERSONNEL

Certification of Competence

Form[1]

Date of Needs Assessment ________________ Date of Examination ________________

Name of participant being examined ____

School ____

Name of School Principal ____

Name of Training Advisor ____

A. The participant has listed the following units as those he/she agreed to complete before this competency examination:

Unit Letter	Title

B. The procedures I used in conducting this examination were:

____

---

[1] This form is to be filled out by the school principal (except for section A and the lists of exercises & evaluative procedures which should be filled out by the participant prior to the examination procedure).

____

____

I. For Unit _____ ____________________________________ the participant performed the following evaluative procedures[1]:

Level of[2] Mastery

1. ________

2. ________

3. ________

4. ________

5. ________

II. For Unit _____ ____________________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. ________

2. ________

3. ________

4. ________

5. ________

III. For Unit _____ ____________________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. ________

2. ________

3. ________

4. ________

5. ________

---

[1] The number of procedures for each unit will vary.

[2] Level of Mastery: 0=inadequate, 1=adequate, 2=good, 3=excellent. Your own professional judgement is better here than any criteria we could or would state.

IV. For Unit _____ ______________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. __________
2. __________
3. __________
4. __________
5. __________

V. For Unit _____ ______________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. __________
2. __________
3. __________
4. __________
5. __________

VI. For Unit _____ ______________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. __________
2. __________
3. __________
4. __________
5. __________

VII. For Unit ____ ______________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. ________
2. ________
3. ________
4. ________
5. ________

VIII. For Unit ____ ______________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. ________
2. ________
3. ________
4. ________
5. ________

IX. For Unit ____ ______________________________ the participant performed the following evaluative procedures:

Level of Mastery

1. ________
2. ________
3. ________
4. ________
5. ________

C. My general reaction to this participant's performance follows:

____

____

____

____

____

____

D. In a time period of 1-2 hours (minimum) I have examined the materials, products, and evidences of performance which were assembled to demonstrate this participant's competence in the various areas of this training program. I find his/her demonstration to be acceptable to me, and I hereby certify his/her competence by my standards of mastery.

Signature____________________________________

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COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT A

SELF-ASSESSMENT OF ATTITUDES BY EDUCATIONAL LEADERS

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Mr. John Matarella, Chairman

Anne Arundel County Public Schools
Annapolis, Maryland 21401

This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

For optimum results this unit should be used in conjunction with and according to the direction in the Competency Based Training Program Guide.

UNIT A

SELF-ASSESSMENT OF ATTITUDES BY EDUCATIONAL LEADERS*

OBJECTIVES

You will:

1. explain the Pygmalion Effect.
2. explain the unexpected outcome.
3. identify your attitudes about observational functions.
4. identify your personal flexibility and your attitudes about this characteristic in yourself.
5. draw relationships among your responses and decide if you wish to change behavior and attitudes.

INTRODUCTION

What attitudes do you have about people's motivation for working? How do your attitudes affect your leadership style? How deeply do you get involved in tasks? What effects do you have on people because of this involvement?

Think about your own attitudes toward certain groups of people--teachers, parents, women, etc. Do stereotypes for the group cross your mind? Do students live up or down to their teachers' expectation of them?

This unit helps you focus on your attitudes, expectations, and behavior in these related areas. It seeks to give you some information useful to you. We do have a small caution, however. No exercise will give you totally accurate information. Look at the data you get from these exercises. If you relate to it, deal with it. If it is inconsistent with or contradictory to other data you receive, check further before making any plans for big changes. On the other hand, if this data tends to confirm other diagnoses, then trust it and use it as a base to plan some refocusing procedures. Some real change or more honest assessments of your behavior may significantly increase your effectiveness in your role.

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*This unit is adapted from Champagne and Morgan.

EXERCISE 1

Follow the directions on the succeeding exercises. Don't bother trying to psyche out the exercises and pretend to write the "correct" answers.

EDUCATIONAL LEADERS' ATTITUDES: THE X-Y SCALE **

I. The following are various types of behavior which an educational leader may display in relation to teachers/aides.* Read each item carefully, and then put a check mark in one of the columns to indicate what you would do.

	Make a Great Effort to Do This	Tend to Do This	Tend to Avoid Doing This	Make a Great Effort to Avoid This
1. Closely observe teachers/aides in order to get better work from them.				
2. Set goals and objectives for teachers/aides and sell them on the merits of my plans.				
3. Set up controls to assure that teachers/aides are getting the job done.				
4. Encourage teachers/aides to set their own goals and objectives.				
5. Make sure that teachers/aides' work is planned out for them.				
6. Check with teachers/aides daily to see if they need any help.				
7. Step in as soon as reports indicate that the job is slipping.				
8. Push my people to meet schedules if necessary.				
9. Have frequent meetings to keep in touch with what is going on.				
10. Allow teachers/aides to make important decisions.				

* This scale can be related to teachers, aides, parent trainees, or others.

** Champagne, David W., and Morgan, John L.

2. Read the descriptions of the two theories of leadership below. Think about your own attitudes toward teachers/aides, and locate on the scale below where you think you are in reference to these sets of assumptions. Do not refer to number 1 in doing this.

THEORY X ASSUMPTIONS

a. The average human being has an inherent dislike of work and will avoid it if he can.

b. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

c. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

THEORY Y ASSUMPTIONS

a. The expenditure of physical and mental effort in work is as natural as play or rest.

b. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

c. Commitment to objectives is a function of the rewards associated with their achievement.

d. The average human being learns under proper conditions not only to accept but also to seek responsibility.

e. The capacity to exercise a high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

f. Under the conditions of modern societal life, the intellectual potentialities of the average human being are only partially utilized.

Indicate on the scale below where you would classify your own basic attitudes toward your subordinates in terms of McGregor's Theory X and Theory Y.

Theory X |————|————|————| Theory Y

10 20 30 40

3. Of the ten items you responded to in number 1, list the numbers of those where the concept itself was difficult for you to deal with.

Why were these concepts difficult to deal with?

FLEXIBILITY SCALE **

Complete the following:

a. Read all the items first.
b. Check those items that you perceive as your mode of behavior and/or stance in the (check) column.
c. Place a T (True) or F (False) in the T/F column for each item.
d. Analyze your checked items in terms of:
   (1) Preferences pattern
   (2) Like/dislike pattern
   (3) Behavior patterns that are observable
e. Are there any inconsistencies in the relationships between (1), (2), and (3) from item d above?
f. If inconsistencies are identifiable, how do you think you might deal with them?

		Check	T/F
1.	I am often the last one to give up trying to do a thing.		
2.	There is usually only one best way to solve most problems.		
3.	I prefer work that requires a great deal of attention to detail.		
4.	I often become so wrapped up in something I am doing that I find it difficult to turn my attention to other matters.		
5.	I prefer doing one thing at a time to keeping several projects going.		
6.	I would like a position which requires frequent changes from one kind of task to another.		
7.	I usually maintain my own opinions even though many other people may have a different point of view.		
8.	I find it easy to stick to a certain schedule, once I have started on it.		
9.	I prefer to stop and think before I act even on trifling matters.		
10.	I would not like the kind of work which involves a large number of different activities.		
11.	I usually find that my own way of attacking a problem is best, even though it doesn't always seem to work in the beginning.		
12.	I dislike having to learn new ways of doing things.		

** Champagne, David W., and Morgan, John L.

	Check	T/F
13. I like a great deal of variety in my work.		
14. I am a methodical person in whatever I do.		
15. I am usually able to keep at a job longer than most people.		
16. I think it is usually wise to do things in a conventional way.		
17. I always finish tasks I start, even if they are not very important.		
18. People who go about their work methodically are almost always the most successful.		
19. When I have undertaken a task, I find it difficult to set it aside, even for a short time.		
20. I have a work and study schedule which I follow carefully.		
21. It is always a good thing to be frank.		
22. I believe that promptness is a very important personality characteristic.		
23. My interests change very quickly.		
24. It is the slow, steady worker who usually accomplishes the most in the end.		
25. I usually dislike to set aside a task that I have undertaken until it is finished.		
26. I am inclined to go from one activity to another without continuing with any one for too long a time.		
27. I prefer to do things according to a routine which I plan myself.		

EXERCISE 2

1. What relationships do you see between your answers on the preceding exercises? Briefly describe these relationships here.________________________

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2. As you look at the results, are there any surprises in the scales for you?____

3. What relationships between your attitudes and your behavior do you see on these exercises?____

4. What effects do you believe your attitudes and behavior have on members of your team or department?____

EXERCISE 3*

The Pygmalion Effect:
"What you expect is what you get."

Participants will read the following excerpts from Rosenthal. It is recommended that this exercise be done as a group effort. You may want to make transparencies from these excerpts. After viewing or reading these excerpts, participants will explain the following:

The climate factor____

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The feedback factor_______________________________________

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The input factor____

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The output factor____

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*The material in this exercise is adapted from Rosenthal.

How does the pygmalion effect affect lives?

THE PYGMALION EFFECT LIVES

by

Robert Rosenthal

Almost five years ago, the author proposed that students live up, or down to their teachers' expectations of them. He said teachers express their opinions consciously and unconsciously, in word, grimace and gesture, and that teachers who think their students are bright teach harder. The Pygmalion theory caused consternation and quarrels among teachers and researchers. Now comes the author again, with a larger sheaf of evidence to show that he was right.

The Climate Factor

"Climate" apparently has to do with warmth, attention, and emotional support. Fourteen studies have investigated this factor, 12 of which came out as predicted.

Geri Alpert told a group of psychiatrists that some of their patients had been specially selected for them on the basis of "therapeutic compatibility." She gave them no expectations about the rest of their patients. Later Alpert asked the patients to describe their therapists and their session together. From a patient's-eye view, psychiatrists behave more warmly toward people with whom they expect to be compatible and who are likely to get well.

Alan Chikin, Edward Sigler, and Valerian Derlega asked male and female college undergraduates to teach a short unit on home and family safety to a 12-year-old boy. One third of the "teachers" thought that the boy had a IQ of 130 and did very well in school; one third thought that the child had an IQ of 85 and did poorly in school; and the last third had no information about the boy's IQ. Then the experimenters videotaped the exchange between teachers and student to see what nonverbal cues were going on.

Teachers who thought they were dealing with a bright student were more likely to smile at the boy, nod their heads approvingly, lean toward the boy, and look him in the eye for longer periods. A variety of analogous studies have found that "special-potential" subjects report their teachers or counselors as being more positive, accepting, perceptive, friendly, fond of them, and supportive.

The Feedback Factor

The difference between this factor and the previous one (for both involve warmth and attention) is that feedback depends on a response from the student. A teacher can be generally warm, but still react critically or indifferently to a child's answers or comments. Feedback refers specifically to how much active teaching occurs: often the teacher rewards a desired response, corrects a wrong answer, asks for the student's further thoughts, and so on. Ten studies explored this factor, of which eight supported it.

Jere Brophy and Tom Good asked first-grade teachers to name their high and low achievers. The researchers then watched the teachers work with the children. The teachers ignored only three percent of the high achievers' answers but they ignored 15 percent of the low achievers' answers. The good students, then, get more feedback, whether their responses are right or wrong.

But another experiment found that children believed to be bright got more praise, but not more criticism; criticism was reserved for children believed to be dull. Yet a third study found that supposedly "gifted" children get more praise from their teachers but found no difference between "gifted" and "regular" children in the criticism they got. The matter is complicated. Perhaps criticism for a wrong answer needs to be accompanied by enough praise and support on other occasions; otherwise the student may see the teacher as overly critical and cold. We can say with modest certainty that praise is a factor in achieving the Pygmalion effect, but the role of criticism is less clear.

The Input Factor

There are only five studies that directly deal with this factor, but all five find that teachers literally teach more to children of whom they expect more.

The most dramatic case in point is W. Victor Beez's work with 60 preschoolers and 60 teachers in a Headstart program. Beez told half of the teachers that they could expect poor performance from their supposedly "below-average" children; the rest expected exceptional performance from their "bright" children.

The teachers worked much harder when they believed they had a bright child. In a unit on word learning for example, 87 percent of the teachers of "bright" children taught eight or more words; but only 13 percent of the teachers of the "dull" children tried to teach them that many. Not surprisingly, 77 percent of the "bright" children learned five or more words, but only 13 percent of the "dull" children learned that many.

Number of words taught:	Teachers' expectation	
	dull children	bright children
11 or more	0	14
9 or 10	1	10
7 or 8	7	3
5 or 6	15	1
4 or less	7	2
	30	30

The Output Factor

Eleven studies out of 12 done support this factor, indicating that teachers encourage greater responsiveness from students of whom they expect more. They call on such students more often, ask them harder questions, give them more time to answer, and prompt them toward the correct answer. Output is therefore closely related to feedback. Mary Budd Rowe gives us a good example. She was interested in how long teachers wait for an answer to their question before going on to the next child. She found that many experienced teachers wait only one second before they ask the question again, often of someone else. However, Rowe found that teachers wait longer for the students whom they believe to be bright. When Rowe pointed this out to the teachers involved, they reacted with surprise and insight. "I guess we don't expect an answer (of the poor students)," said one, "so we go on to someone else." When the same teachers then deliberately increased their waiting time for their "slower" students, they got increased responsiveness.

Double Handicap

Leacock found that the teachers were much less favorable to the lower-class children than they were to the middle-class children; 40 percent of their comments about the poorer children were negative, compared to 20 percent of their comments about the middle-class children. And the teachers were even more likely to talk negatively about black children than white children, 43 percent to 17 percent.

Leacock then went on to relate the children's IQ scores to the teachers' feelings toward them. IQ scores of the middle-income children, both black and white, were clearly related to the positive attitudes of their teachers. The relationship did not hold for the low-income children; in fact, it was reversed. That is, lower-income children who had higher IQs tended to have teachers who viewed them negatively and this was especially true for lower-income children who were black. The children who surpassed their teachers' expectations got resentment and complaints for their pains.

Thus children who were both black and lower-income have a double handicap. And this result cannot be attributed to white teachers' bias; both of the teachers of the black children were themselves black. The prejudice of stunted expectations knows no race barrier.

An Unexpected Behavior

It seems, then, that when a child who is not expected to do well does so, his teacher looks upon his behavior and personality as undesirable. This was especially true, we discovered, for children in low-ability classrooms. Teachers may have a difficult time thinking that a child who has a low-ability label can show an intellectual spurt. They may interpret this change as "maladjustment" or "trouble-making." Perhaps the child doesn't know his place. Alfred Shore, for example, asked teachers to predict their students' intellectual achievement and to describe their students' classroom behavior. A month later, Shore gave the teachers the students' real IQ scores and asked for a reappraisal. Again, teachers downgraded those students in personality and adjustment who had done "too well" - i.e., contrary to their expectations.

Outside The Lab

And the Pygmalion effect is as likely to occur in the real world as in the experimenter's tower.

For example, Randy Burnham and Donald Hartsough found Pygmalion in the swimming pool. Their subjects were boys and girls, ages seven to 14, who were learning to swim at a summer camp. Half of the instructors were led to think that they were dealing with a "high potential" group, and their students became better swimmers, by the end of their two-week camping period, than the regular group. And another team of researchers found that it took only two weeks for teenage girls, who were institutionalized for various offences, to show a marked improvement in their classroom behavior when they had been labeled "potential bloomers."

J. Michael Palardy tested the popular assumption that boys have a tougher time learning to read than girls. First-grade teachers are well aware of this folk belief, and thus have clear expectations when they give reading lessons. Palardy surveyed 63 teachers and found five who believed boys could learn to read as well as girls in the first grade. He matched these five on a number of factors--background, teaching methods, etc.--with five who believed in the stereotype. Indeed, teachers who expected to discover sex differences in reading ability found them. But the boys did just as well as the girls when their teachers thought they would. The "well-known" sex difference in learning to read also tends to disappear when the children learn from teaching machines rather than from teachers.

"WHO'S WHO"*

Look at the excerpts immediately following this exercise. Can you match labels A, B, and C to pictures one (1), two (2), and three (3)? It is recommended that this exercise be done as a group activity.

Look at excerpt number two (2). Was it easy to match the labels with the pictures? Discuss the matching exercises with others.

1. Do stereotypes for groups cross your mind? Why?____________________

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____

____

____

____

2. Do you often use stereotypes to fit people into categories? Why?

____

____

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____

____

3. In everyday life, which is more desirable--to think of people as types or as individuals? Why?____

____

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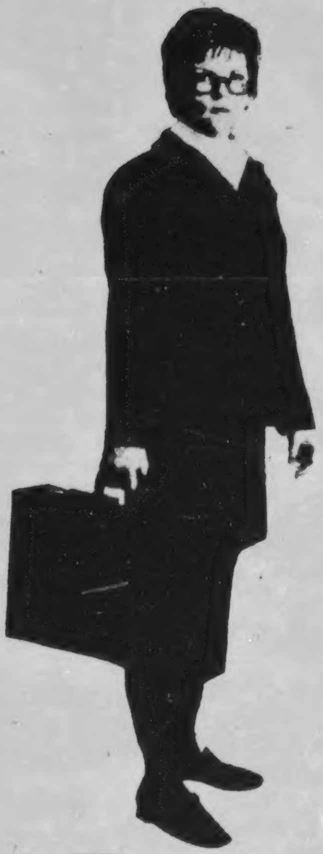
____

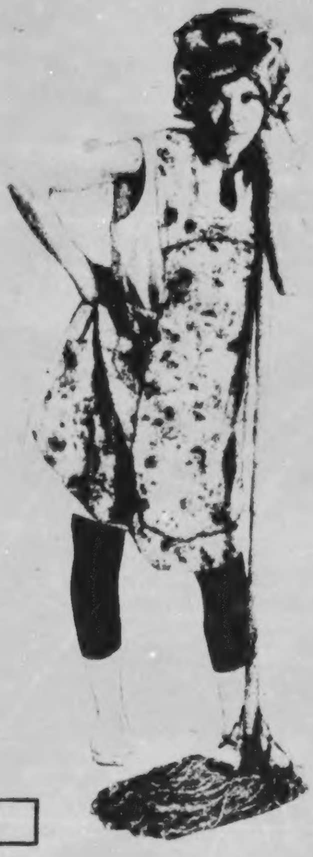
____

*This exercise is adapted from Scott, Foresman.

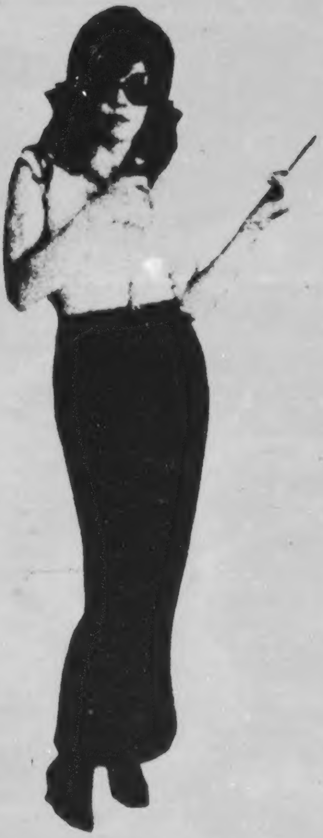
Who's Who?



1 ☐



2 ☐



3 ☐

A Mrs. Fred Bland
housewife

B Miss Lynda Lamarr
movie star

C Ms. Claudia Stone
career woman

Can you match labels A, B, and C to pictures 1, 2, and 3?

Excerpt 2

Was it easy to match label C to picture 1, label A to picture 2, and label B to picture 3? Stop a minute to reconsider. Isn't it possible that picture 1 could be a housewife leaving on a trip, picture 2 a movie star on her day off, and picture 3 a career woman dressed for a party? Don't let your familiarity with stereotypes make you jump to conclusions.

A stereotype is a preconceived mental picture about a group of people. Career women, housewives, and movie stars are three good examples. Stereotypes assume that all the individuals in such groups look and act alike. However, general conclusions about any group are seldom accurate; they are particularly dangerous when you're making judgments about an individual.

> Think about your own attitudes toward certain groups of people--teachers, parents, women drivers, policement, politicians.
>
> 1. Do stereotypes for the groups cross your mind?
> 2. Do you often use stereotypes to fit people into categories?
> 3. In everyday life, which is more desirable--to think of people as types or as individuals?

The page is adapted from Tactics in Reading B, a paperback workbook of reading-skills exercises from Scott, Foresman.

EVALUATION

React in written form to the following questions.

1. What do you think you learned from this unit?

2. What changes do you plan in your behavior?

3. Can you plan and implement these changes by yourself or do you need help?

4. How will you know if your changes are having the effects you desire?

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT B

THE ORGANIZATION AND OPERATION
OF
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Prepared by the CBTP Committee:

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UNIT B

THE ORGANIZATION AND OPERATION OF ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

OBJECTIVES

You will:

1. be familiar enough with the Board Policy Book, School Law Handbook, and the Board of Education Budget Document to quickly locate items of specific interest to your department members, students, parents, or community.
2. understand the basic structure of organization of the school system well enough to identify positions to which specific responsibilities have been assigned.
3. be able to identify specific kinds of services available from your central and area offices to assist you, your department members, and your students.

INTRODUCTION

Every societal institution must have a set of rules and procedures in order to function effectively. As such, your school system has both *formal* and *informal* rules and procedures.

The *formal* rules and procedures can be fairly easily identified through observation and study; the *informal* ones, however, are less easily discovered and are learned through experience and on-the-job activity.

This unit will prescribe certain exercises to help you observe and study the *formal* organization and operation of your school system. In addition, there are included several tasks which, when undertaken, will help you to discover some of the *informal* workings of the organization.

Armed with information learned in this unit, you should be able to function more efficiently in your leadership role.

As you proceed through the exercises listed below, do not attempt to memorize the information you glean from the various sources--the objectives of the unit are structured to afford you a general understanding so that you will have at hand the facility to get information--not store it!

EXERCISE I

1. Obtain a copy of the Board Policy Book from your principal or media specialist (librarian). Take a few moments to thumb through it, stopping to read a few paragraphs when you spot an item that interests you. You will note immediately that the pages of the book are color-coded. You may also notice that some of the items are identical to items in your negotiated master agreement. Items of board policy which were accepted as a result of negotiations between the Board of Education and the Teachers Association of Anne Arundel County (TAAAC) are printed on green pages. Just as there is a teachers' association which negotiates salaries, hours, and working conditions for teachers, there is an association which does the same for most administrators in the school system. This association is known as the Association of Educational Leaders (AEL). Items which were the result of negotiations between the Board of Education and AEL are printed on ____________________ colored pages.

2. Explain briefly below the source of items printed on yellow-colored pages: ____

____

____

____

____

3. Explain briefly below the source of items printed on blue-colored pages:

4. A quick glance at the tables of contents in each chapter of the policy book will give you a general understanding of the major organizational structure of the document. Copy the chapter headings here:

5. Now examine the index of the manual. Note two or three items of interest to you. Pose a question or two about each of the items. Does the text of the document answer these questions? Record your observations below:

EXERCISE 2

1. Read the following:

As you were examining the board policy book, you probably noticed references made to school law and to by-laws of the state board of education. While the local board of education is the final authority relating to educational issues within the local school system, it (the local board of education) is accountable to the state board of education and to the state legislature in that its decisions must not conflict with decisions of these bodies. Moreover, a local school system is required to follow certain guidelines which have been approved by the state legislature and/or the state board of education.

Documents exist which codify these rules and guidelines, and reference to these documents can help you to understand the background of decisions and policies that affect the staff, program, and students of your school.

2. Obtain copies of the following documents from your principal or media specialist:

"The Public School Laws of Maryland including the Code of By-laws of the Maryland State Board of Education" Maryland School Bulletin, Vol. XLVI, No. 1, July, 1970.

"The Public School Laws of Maryland (1973 Cumulative Supplement)" Maryland School Bulletin, Vol. XLIX, No. 4, August, 1973.
(or later supplement)

Thumb through these documents to get a general idea of their organization and content.

3. Examine Article 77: Section 79, "Textbooks, materials of instruction, supplies, etc." Answer the following questions:

a. What does state law require local school systems to provide to youngsters as they attend school?

b. How does this law affect your department specifically?

c. What controversies have arisen over this statute? How were they resolved?

4. Now examine Article 77: Section 89, "Protective eye devices." What departments in your school are affected by this law? Is your department one of them?

5. Find out what the law says about suspension and expulsion of pupils by examining Article 77: Section 95 in *both* the July, 1970 *Maryland*

School Bulletin and the latest supplement. What changes have been made in the law since 1970? ______________________________

____

____

6. The By-laws of the Maryland State Board of Education are also listed in these documents. These by-laws have the force of law and must be adhered to by all local subdivisions. Examine By-law 325:1 "Programs on Ethnic and Cultural Minorities." How does this by-law affect the program in your department? ______________________________

____

____

What could your department do to further implement the intent of this by-law?

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EXERCISE 3

1. Estimate below the percentages of expenditures for each category of cost for your department's program county-wide.

Salaries & Wages (professional, secretaries, & clerks).......... ______%

Contracted Services (consultant fees, workshops, machine rentals, repairs).. ______%

Supplies & Materials (materials of instruction, textbooks, office supplies).. ______%

Other Charges (travel, conventions, and meetings).............. ______%

Equipment (new & replacement)................................... ________%

Total instructional cost..................... 100 %

(You will have the opportunity to check the accuracy of your estimates later on in this exercise.)

2. Read the following:

A school system budget is nothing more or less than the educational plan for the system reduced to financial terms. Through the budget process the professional staff communicates its needs and desires, programs and priorities to the Board of Education. The Board, in turn, uses its budget review process to decide its priorities and emphases for the upcoming year or years. The county fiscal authorities (county executive and county council) then must decide what portion of the school system's budget the county can afford and raise the money to fund it.

The budget is then at once a communications tool and a fiscal tool. As department chairman you will participate in budget development decisions at the local school level. Your understanding of the results of such decisions will be enhanced by an examination of the county level budget document.

The budget document is divided into two main sections (not counting appendices), the *operating budget* and the *capital budget*. The *operating budget* very simply represents the recurring operating costs of the school system and includes items such as materials of instruction, salaries, and the like. The *capital budget* is concerned mainly with costs associated with school construction; is projected over a longer period of time than one year; and, in Maryland, is funded by the state.

3. Obtain a copy of the current approved budget document from your principal or media specialist. Find those sections referring to the operating budget and the capital budget.

4. Turn to the section of the budget dealing with your particular program (for example, the Social Studies-Secondary program budget is displayed on pages D-32 and D-33 of the 1974-75 operating budget). The first page of the program budget gives information about the program. List the four categories of information displayed.

____

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____

The facing page lists:

a. Actual expenditures for the second prior year

b. Approved budget for the prior year

c. Board request for the budget year

d. Approved budget for the budget year

With this information you can check the accuracy of the estimates you made in Exercise 3, activity one. How did you do?____________________________

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5. Examine the capital budget projections in the document. What schools are projected for opening in your area in the next several years?

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6. Examine the chart on page D-1 of the document. Make a copy of this chart and identify the names of the school system personnel as they relate to your school and program.

EXERCISE 4

1. Using the following questions (or others that may occur to you), interview a member of the area staff (coordinator, assistant area director, area director) and record your answers.

a. What kinds of instructional services are available from the area office?

b. What are the procedures for obtaining these services?

c. What kinds of decisions are made at the area level?
What kinds must be referred to the central office?

d. Who are the pupil services personnel assigned to my school?
What kinds of assistance can I get from them regarding the program?

e. What are some of the area concerns and priorities this year?

2. Make arrangements to visit your area office (if you have not already done so as a part of activity one). Record your observations here.

Location______________________________ Phone #______________

Personnel____

____

____

____

____

____

Facilities____

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____

EVALUATION

Solicit questions about policy, school law, budget, or area assistance from members of your department. List these questions below and attempt to find the answers. If you cannot find the answer to a specific question, indicate the places you looked and the people you asked:____________________

____

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BOARD OF EDUCATION
OF ANNE ARUNDEL CO.

Organization & Operation
# of Anne Arundel County Public Schools

Publication Number 2594/4
First Printing - May, 1975

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COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT C

MAKING CLASSROOM OBSERVATIONS

Prepared by the CBTP Committee:

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UNIT C

MAKING CLASSROOM OBSERVATIONS*

OBJECTIVES

You will:

1. develop and use a process for designing and using classroom observation instruments.
2. learn the difference between *data* and *inference*, and collect data in classroom observations.
3. design some classroom observation instruments appropriate for specific purposes identified by you and the teacher.

INTRODUCTION

The teacher or student behavior most associated with classroom instruction and learning is *talking.* Because of this association, teachers tend to spend most of their conference time discussing verbal behavior such as:

> *How can I improve my questioning patterns?*
> *What do you think I should have said to David after he talked for the first time?*
> *Why do the students give such short responses?*

The above issues and others related to verbal behavior are critical for the analysis of classroom interaction. The analysis, however, is far from complete if the non-verbal behavior is ignored. Mehrabian found in a study of dyad relationships that the total message was 55% facial, 38% vocal (e.g. intonation, pauses), and 7% verbal. (Mehrabian, 1968) Hodge supports the power of non-verbal behavior; he found that 62 students gave facial expression three and one-half times the weight of verbal communication. (Hodge, 1971.) Galloway summarizes the strength of non-verbal behavior. (Galloway, 1971.)

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*This unit is adapted from Champagne and Morgan.

> *Not only do words fail to carry the full intent of what we say, they aren't as effective as non-verbal expressions. A head nod gives assurance. A warm glance expresses love. Focused attention suggests that we are listening. A gesture qualifies a word. Eye-contact closes interpersonal distance. Touching has its own meaning. Our actions speak so eloquently, words have to take a back seat.*

The goals of the activities in this unit are to help chairpersons develop techniques and processes for helping teachers analyze and improve their verbal and non-verbal behavior. The activities should not be thought of as end in themselves, but as a beginning exploration into an area that lacks research and methods.

Because of the complexity of classroom observation, we have modified the unit format slightly to separate the different sub-topics within the total area. We have also set objectives for each section in an attempt to further clarify the unit.

We begin the unit with a section devoted to non-verbal behavior. Beginning this way is our way of saying--this is an important area of classroom observation. It is not an afterthought largely to be ignored.

SECTION I FACT OR INFERENCE?

OBJECTIVES FOR SECTION I

You will:

1. differentiate between a fact (e.g. behavior) and an inference.
2. when given an inference, supply possible specific behavior for the inference.
3. when given facts, suggest possible inferences.

EXERCISE 1

1. Read the following short essay.

Describing non-verbal behavior is a complex task: making inferences (i.e. interpretations) from the behavior may be even more complex. Knapp describes (humorously) the difficulty of the scientist trying to make inferences from an experiment:

> *Failure at the inference stage is aptly illustrated by the familiar story of the scientist who told his frog to jump and, after a few minutes, the frog jumped. The scientist recorded this behavior and amputated one of the frog's hind legs. Again he told the frog to jump. He repeated his instruction "jump" several times and, in time, the frog made a feeble attempt to jump with one hind leg. Then the scientist cut off the other hind leg, and repeatedly told the frog to jump. When no jumping behavior occurred, the scientist recorded in his log: "upon amputation of one of the frog's hind legs, it began to lose its hearing, upon severing both hind legs, the frog becomes totally deaf."*
> (Knapp, 1972)

2. Written below is a list of *facts* and *inferences* related to non-verbal behavior. Place an "F" next to each fact and an "I" next to each inference:

____a. The class was boring.

____b. The class was exciting.

____c. Two students put their heads on the desks.

____d. Two students were very interested in the lesson.

____e. Ted raised his hand three times to answer questions.

____f. Ted was very interested in the lesson.

____g. Ted did not understand the lesson.

____h. Ted looked down at the floor after each question.

____i. Mary needs much attention from the teacher.

____j. Mary's shoulder stiffened when the teacher touched her.

3. In our definition system, statements a, b, d, g, and i in the list are inferences. Why are they inferences?

____

____

____

____

____

____

4. Write some non-verbal kinds of behavior which might have led an observer to the inferences in "2" above. (We are not stating that the inferences are right or wrong. We are simply trying to distinguish fact and inferences.)

a. (1) ______________________________________

(2) ______________________________________

b. (1) ______________________________________

(2) ______________________________________

d. (1) ______________________________________

(2) ______________________________________

f. (1) ______________________________________

(2) ______________________________________

g. (1) ______________________________________

(2) ______________________________________

i. (1) ______________________________________

(2) ______________________________________

EXERCISE 2

1. Numerous interpretations can be made from specific non-verbal kinds of behavior; observers often see a non-verbal kind of behavior and make an inference from the behavior without thinking of possible alternative inferences. An example:

a. The teacher asks a question. He looks at Tom who is gazing through the window at the football field.

Possible inferences:

(1) Tom is bored.

(2) Tom does not understand the question.

(3) Tom needs time to think about an answer.

(4) Tom is thinking about football practice which begins in 20 minutes.

Your turn now!

b. After the class, the teacher reprimands a student for his negative behavior. During the teacher's comments, the student continuously looks at the floor.

Possible inferences:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

c. After each question asked by the teacher, Bob enthusiastically raises his hand.

Possible inferences:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

d. The teacher always stands within two to three feet of his desk during the class.

Possible inferences:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

EXERCISE 3

Visit a classroom for 30 minutes (or view a video tape of classroom interaction). Mentally or physically turn the sound off. Indicate below at least five examples of non-verbal behavior. Next to each example, write possible inferences a teacher or observer could make from the behavior.

1. Non-verbal behavior: ______________________________

Possible inferences: ______________________________

____

____

____

2. Non-verbal behavior: ______________________________

Possible inferences: ______________________________

____

____

____

3. Non-verbal behavior: ____________________

Possible inferences: ____________________

4. Non-verbal behavior: ____________________

Possible inferences: ____________________

5. Non-verbal behavior: ____________________

Possible inferences: ____________________

Evaluation for Section 1

Look back at the specific objectives for this section. Do you have the listed skills: Can you use these skills? How do you know?

SECTION II - AN EXAMPLE OF TEACHER BEHAVIOR - MOVEMENT

OBJECTIVES FOR SECTION II

You will:

1. use and critique a category system for analyzing teacher movement in a classroom.
2. adapt and/or design a category system for analyzing teacher movement in a classroom.

EXERCISE 1 - Read the following short essay:

Teachers, from pre-school through graduate school, are being confronted with the issue, "How can I individualize instruction when I have 20 (or 30 or 40) students in my class?". One process for bringing about this individualization is through the non-verbal behavior of "walking." Students describe the "front" and "back" of the classroom by the placement of the teacher's desk and the teacher. There seems to be a magnetic attraction between many teachers and their desks. If a teacher could break the magnetic bonds by walking around the classroom and giving encouragement and tutoring help to individual children, he/she would begin the process of individualized instruction. Koch reports on the difficulty of teachers interacting on a one-to-one basis with students.

> *We asked one teacher to deliberately try moving close to the students when they were working in small groups at tables. She reported that it was very hard to do. She felt conspicuous and ill at ease and so uncomfortable that she would have given up on further attempts had she not gotten immediate feedback from the students.* (Koch, 1971)

In Miller's research on teacher movement, he found that the more secure teachers moved around the room and among the children. His major conclusion is that distance is a negative determinant of affective interaction and closeness a positive determinant. (Miller, 1961)

Your task for this section is to develop techniques for analyzing teacher movement in the classroom.

EXERCISE 2

Described below are two observation systems for analyzing the movement behavior of teachers. Study each system closely and follow the directions for its use.

1. Draw a map of a classroom you will observe. Include all aspects of the room: desks, work tables, chalk boards, bulletin boards, door, play areas, etc. Next, divide the map into 4 quadrants and number each quadrant. Observe the class for 30 minutes and do the following.
   a. Time the number of seconds the teacher spends in each quadrant. List the time and quadrant on paper. The list should be in a chronological order. After the observation:
   b. Calculate the percentage of time the teacher spent in each quadrant.
   c. Write possible inferences* you can make from the data in step 1b.
      (1)____
      (2)____
      (3)____
   d. Review the data collected in step a. Do you see any patterns in the teacher's movement (e.g. Does the teacher usually walk to quadrant 4 after quadrant 3? Or does the teacher usually ignore quadrant 2?) Your present data may not adequately show patterns of movement. What other data can you collect to establish these patterns?

---

*See Section I on inference making.

List the patterns:

(1)____

(2)____

(3)____

(4)____

e. Write the possible inferences you can make from the patterns described in step d.

(1)____

(2)____

(3)____

(4)____

f. After using this observation system, what changes will you make in the system for your own use? Why?

____

____

____

____

2. The observation system described above included data on all of the movements of the teacher. The system described below includes a sample of all the teacher's movements. The observer's task is to categorize the placement of the teacher at the beginning of each five-second interval. If the teacher is in quadrant 3 at the beginning of the first five-second interval, a "3" is placed in the first block. A "2" is placed in the second block if the teacher is located in quadrant 2 at the beginning of the next five-second interval, etc. Only include the teacher location at the very beginning of each five-second interval--ignore all other behavior in that time interval.

(Remember! You are collecting a sample of the total teacher movement.)

SECONDS

MINUTES	5	10	15	20	25	30	35	40	45	50	55	60
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

a. Calculate the percentage of time spent by the teacher in each quadrant.

b. Write the possible inferences you can make from the data in step 2a.

(1)____

(2)____

(3)____

c. Look at the chart on which you collected the data. Do you see any patterns in the teacher's movement? Circle the patterns on the chart. Describe the patterns.

____

____

Evaluation for Section II

Some additional activities for your further mastery are suggested here. These activities may be used as an evaluation of your skill.

1. Observe the same class with two other observers. Observer #1 uses System 1; Observer #2 uses System 2.
2. Train teachers and/or students to use the observation systems. Discuss the results with them.

SECTION III - IDENTIFYING NON-VERBAL BEHAVIOR

OBJECTIVES FOR SECTION III

You will:

1. write an extended list of non-verbal behavior.
2. select those non-verbal kinds of behavior which have applicability in classrooms.

EXERCISE 1 - Read the following short essay:

Koch describes non-verbal behavior as:

> *Any message sent or received, independent of the written or spoken word, is an instance of non-verbal language. It can even be distributed among the very words themselves.*
> (Koch, p. 288)

Your task is to identify those non-verbal kinds of behavior important to the learning-teaching process. Since few educators have thought formally about identifying these non-verbal kinds of behavior, you will have the opportunity with this activity to become the "expert."

EXERCISE 2

Your first task is to list non-verbal kinds of behavior associated with day to day communication (most of these kinds of behavior may be applicable to the classroom environment). Place yourself in front of a mirror and/or observe others. List a non-verbal kind of behavior associated with the:

1. head ______________________________
____

2. eyes ______________________________
____

3. mouth ______________________________
____

4. movement of the neck ______________________________
____

5. shoulders ______________________________
____

6. arms ______________________________
____

7. hands ______________________________
____

8. trunk of the body ______________________________
____

9. legs ______________________________
____

10. feet ______________________________
____

11. intonation of the voice ______________________________
____

12. movement ______________________________
____

13. ______________________________
____

EXERCISE 3

Take your list from Exercise 1 with you as you observe children and teacher(s) in a classroom. Add non-verbal types of behavior which seem to be appropriate to the classroom but are not listed.

EXERCISE 4

Videotape a segment of student-teacher interaction. Play the taped segment without the sound to a group of students and/or teachers. (If video equipment is not available, this exercise can be done in a real classroom situation with the observers mentally "turning off" the sound.) Ask the viewers questions which will help to verify if you selected key non-verbal types of behavior. They may include questions such as:

1. Why did that student look down at the floor after he interacted with the teacher?
2. Look at student A. How do you think he feels? Why do you think he feels that way? What kinds of behavior of his "tell" you he feels that way?
3. How does this teacher "tell" his students without words that he is: satisfied with their work and/or behavior; likes/dislikes a particular student; enjoys the content of the lesson; wants to have/not have close contact with the students; etc.
4. ....?

Evaluation for Section III

Use the non-verbal kinds of behavior identified above as you work through the final section of this unit. If you can relate the non-verbal and the verbal activities to each other, you have reached a beginning level of competence in using them.

SECTION IV - THE USE(MISUSE) OF LABELLING - THE NEED FOR OBJECTIVITY

OBJECTIVES FOR SECTION IV

You will:

1. define in specific behavioral terms each label used.
2. analyze and critique labelling activities.

EXERCISE 1 - Read the following short essay.

Educators often fall into the trap of using labels to describe classroom interaction. Kounin describes this problem:

> *To write that children are "attentive, well-behaved, disorderly, apathetic" and the like, is not to provide descriptions of actual behaviors. These are judgements made by an observer and are not behavior facts.* (Kounin in Cogan, p. 137)

Labels, which do not include specific kinds of behavior, can easily be misunderstood by a teacher and chairperson during a conference. For example, the chairperson may state that Robert is a good student, and the teacher may nod in agreement. After a deeper analysis, one may find that the chairperson's definition of "good student" includes: initiates ideas, listens to those who disagree with him, and helps other students with problems. In contrast, the teacher may feel that Robert is a good student because he: comes to class on time, writes neatly, and dresses conservatively. If the chairperson and teacher agree on the meaning of labels, (i.e. the specific types of behavior of the label), misunderstandings between the chairperson and the teacher may decrease.

EXERCISE 2

1. Write the specific kinds of behavior you associate with each of the labels below:

a. Cooperative ____

____

b. Well-behaved

c. Good student

d. Good teacher

e. Disruptive

f. Intelligent

2. Ask at least two colleagues to define the above labels in terms of behavior.

3. List below the areas of disagreement in the kinds of behavior attached to each label:

a. Between you and your colleagues

b. List the areas of difference between the two (or more) colleagues in their descriptions

4. Draw some conclusions about the problems associated with labelling when working with students or teachers.

SUMMARY

Obviously forms developed by us, or by you, such as the ones used in this unit will not solve all of your observation problems as a department chairperson. However, we do recommend the procedures we used as first approaches to most observations.

1. Define with the teacher the "problem" you are discussing in behavioral terms.

2. Decide on appropriate data to be collected to observe or record the kinds of behavior you believe are important.

3. Collect and share the data with the teacher and then plan modifications of teacher or student behavior based on the data collected.

In some cases standard observation strategies will be useful. Generally, however, we do not feel they are as useful as those you devise with the teacher. The CONFERENCING UNIT in the CBTP program will suggest additional strategies which may be useful in your setting. You will be ready to begin on that unit after you complete this one.

UNIT EVALUATION

1. Do you feel comfortable devising observation forms for you and your teachers' use?____

2. Do teachers find your observations useful?____________________

____

3. What suggestions do teachers make to improve your data collections in classroom observations?__________________________________

____

____

4. What other work do you need to do in order to gain the mastery levels you desire in making classroom observations?

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT D

THE PROFESSIONAL CONFERENCE

Prepared by the CBTP Committee:

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This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

For optimum results this unit should be used in conjunction with and according to the direction in the Competency Based Training Program Guide.

UNIT D

THE PROFESSIONAL CONFERENCE*

OBJECTIVES

You will

1. learn the twelve steps in the professional conference format.
2. analyze a real or simulated audio-taped conference to determine if the chairperson included the twelve steps in the professional conference format.
3. analyze a real or simulated audio-taped conference to determine the chairperson's stage of directiveness.
4. use the professional conference format comfortably and easily.
5. adapt this conference format, after mastery, to your own style.

INTRODUCTION

Any communication between the chairperson and a teacher might be called a conference. We have chosen to define a conference as that sequence of events during which the chairperson and teacher plan or discuss the teacher's instructional activities in the classroom. We eliminate from this definition chairperson/teacher behavior which has as its major purpose the maintenance of social relationships between the chairperson and teacher. We do not mean to imply that other behavior is unnecessary or unimportant. The quality and type of the human relationship between the chairperson/teacher probably determines the effectiveness of their professional relationships. We are focusing on the purpose of the professional conference and trying to indicate a way of effectively carrying out that purpose within the twin constraints of time and resource.

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*This unit is adapted from Champagne and Morgan.

The steps in a professional conference and the continuum of stages of helping activities suggested in this unit are the result of the professional practice of Champagne and Cogan. They represent what has become an efficient, clear set of guidelines for behavior. They are at the same time supportive to the teacher. Practice also suggests that using this format in short conferences lasting about fifteen or twenty minutes with one or two issues you choose to focus upon, will produce instructional improvement. The teacher has clear directions upon which to go, and he is not overwhelmned with many suggestions at once. Long conferences tend to lose focus and become punishing.

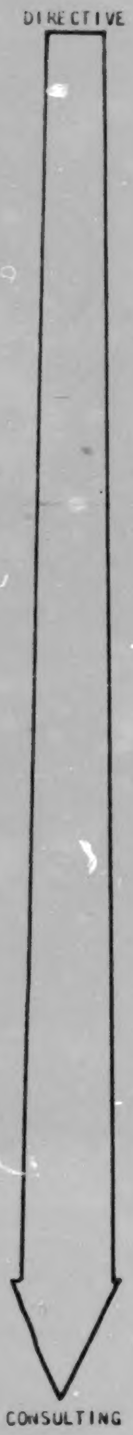
While no two conferences are ever alike--and they should not be--there are certain common elements in every conference. There follows a suggested sequence of steps in the conference format. Explanations of these steps and their sequencing follow the suggested format.

EXERCISE I

Read the paper entitled "The Professional Conference" adapted from John L. Morgan and David W. Champagne. Then learn the twelve steps of the professional conference format in sequence. You might want to audio tape your recitation of these steps in order to check your mastery of them.

The Professional Conference

Continuum of States in the Chairperson's Role



The Supervisory Role		Example from Steps 6 & 7 of Conference Format
Stage 1.	Chairperson initiates; chairperson chooses.	1. The chairperson proposes all of the alternatives and then chooses one.
Stage 2.	Chairperson initiates; chairperson and teacher choose.	2. The chairperson proposes all the alternative strategies; they jointly choose one.
Stage 3.	Chairperson initiates; teacher chooses.	3. The chairperson proposes all the alternative strategies. The teacher chooses one.
Stage 4.	Chairperson and teacher both initiate; teacher chooses.	4. Both chairperson and teacher propose strategies. Both make a choice.
Stage 5.	Chairperson and teacher both initiate; teacher chooses.	5. Both chairperson and teacher propose strategies, and the teacher chooses one.
Stage 6.	Teacher initiates, chairperson and teacher choose.	6. The teacher proposes alternatives; both the chairperson and the teacher choose one.
Stage 7.	Teacher initiates; chairperson questions; teacher chooses.	7. The teacher proposes alternatives; the chairperson asks clarifying questions; the teacher chooses.
Stage 8.	Teacher initiates; teacher chooses.	8. The teacher proposes alternatives; the teacher chooses; the chairperson listens.
Stage 9.	Teacher initiates; teacher defines role of chairperson; teacher chooses.	9. The teacher proposes the alternatives; he defines a role for the chairperson; and he makes the choice.

The Professional Conference

Adapted from

John L. Morgan
David W. Champagne

Steps in the Professional Conference

Step 1. Objectives of the conference are specified.

Step 2. Present behavior of the students and teacher related to the objectives of the conference is discussed.

Step 3. An agreement to focus on one or two issues is made.

Step 4. An agreement that some change in behavior is necessary, or that some behavior is appropriate and should be stressed, is made.

Step 5. Positive appropriate teaching behavior related to the specific focus of the conference are identified and reinforced.

Step 6. Alternative behavior (or alternatives related to reemphasis of existing teaching behavior) is proposed and examined.

Step 7. One alternative from those proposed is selected.

Step 8. Specific planning for the implementation of the selected alternative is completed.

Step 9. Implementation plans of the selected alternative are practiced.

Step 10. Criteria for successful performance of the alternative behavior are selected and agreed upon.

Step 11. Teacher gives feedback on purpose and perceptions of conference.

Step 12. Commitments of chairperson and teacher are reviewed.

CONFERENCE TERMINATES.

The Professional Conference

Clarification of Each Step and the Sequence of Steps of the Conference Format

Step One - Specifying Objectives

The purpose of Step One is to make sure that both people in the conference agree on the goals. This sharing is a kind of contract setting. It establishes an atmosphere of, "Let's get down to business."

Step Two - Reviewing Data Related to Objectives

Both the chairperson and the teacher must have or develop the same perception of what is presently happening in the learning situation. Both parties must limit or discipline themselves to describing the behavior that is related to the objectives of the conference.

Step Three - Selecting a Focus

A focus on one or two issues allows more specific planning and a more rapid change in instructional activities. It also helps keep the conference short. A short conference is usually more productive than a longer one.

Step Four - Agreement on Necessity of a Change

The purpose of this step is to seek a commitment to change on the part of the teacher. This step should be short and done only once.

Step Five - Reinforcement of Aspects of Present Behavior

The purpose of this step is to assure the teacher that some parts of his behavior are appropriate. The task of change is thus less overwhelming. The change then becomes an extension of present behavior rather than a denial of previous behavior.

Step Six - Proposing Alternatives

More than one alternative should be considered before a choice is made. Strengthening or extending existing behavior is one alternative.

Step Seven - Selecting an Alternative

It is difficult to implement several changes at once. If one alternative is selected, the chance for success is better than when more than one alternative is selected.

Step Eight - Specific Planning

Specific planning includes: the objectives, procedures, and evaluation. It is suggested that the specific planning be written or audio taped so that both the chairperson and the teacher will have a record of their commitments. A record makes both the participants accountable.

Step Nine - Practicing

This practice is an opportunity for the teacher to try new behavior under conditions where he can get immediate feedback. This practice identifies any unclear areas in the planning.

Step Ten - Establishing Criteria

This agreement sets a realistic expectation for the teacher. Both participants should exercise care that the criteria established are reasonable and attainable.

Step Eleven - Giving Feedback on Conference

This step allows the chairperson to find out what the perceptions of the teacher are. The chairperson should learn how to ask this question so that he receives an open and honest answer. The chairperson does not defend his behavior here. He simply tries to understand the perception of the teacher.

Step Twelve - Reviewing Commitments

This final checking out and restatement of commitments is necessary. It is a deliberate redundancy. It prevents major misunderstandings. After the restatement of commitments, the conference should end.

Within this conference format all steps can be made congruent with the establishment and maintenance of a helping-consultant relationship. The entire structure of the conference, while it serves the goal of efficiency in the use of resources, says clearly to the teacher, "I trust your intelligence, your interest, your professional purpose."

The conference format was deliberately written in a passive voice (except for Step 11) with the initiator unspecified.

The chairperson's role within this conference format can be conceptualized on a continuum from directing to consulting. Any of these roles is a legitimate one in the context of the agreement between the conference participants. The chairperson in the framework established here should always try to move toward the consulting role and away from the directing role.

The major stages within this continuum are listed. Steps 6 and 7 of the conference format are selected as the example used to explain these stages. The stages apply, however, to all the steps of the suggested conference format excepting Step 11.

The last stage is the true test of autonomy, and of a helping relationship. As the teacher becomes self-directing, he can and usually will manage the chairperson back into a more active role on a peer basis. He is then free to seek and use aid, but he determines its application.

Stage One is usually self-defeating and is not recommended. There may be times when it is appropriate. It is never desirable over any extended period of time.

EXERCISE 2

Listen to the prepared audio tape. Try to identify the twelve steps of the professional conference.

EXERCISE 3

Audio tape a real or simulated conference using these twelve steps. You should explain to the other person your purpose for taping this conference if this is a real one. You might say, "This is a method I'm trying to master to make our conference more focused and meaningful to both of us." If the conference is simulated, explain your role as chairperson and the teacher's role. This teacher should also know you are trying to master a specific conference format.

EXERCISE 4

Use the attached checklist to determine if you have included all the steps in the professional conference format in the order stated in the paper. You should record data to support your inclusion of each step.

Analysis of Professional Conference Tapes

Stages in the professional format (✓ if present, X if absent)

Record actual statement used which gives evidence that this step was included.

1 ( )

2 ( )

3 ( )

4 ( )

5 ( )

6 ( )

7 ( )

8 ( )

9 ( )

10 ( )

11 ( )

12 ( )

EXERCISE 5

Have a colleague analyze your tape using a copy of the checklist provided to see if there is agreement between the two of you about the tape. You may have to explain the system you are using to your colleague.

EXERCISE 6

Read the last two paragraphs of "The Professional Conference" paper again. Listen to your audio tape of a professional conference again. Then make a self-determination of the stage of directiveness of your behavior on this tape. Have a colleague check your determination.

EXERCISE 7

The purpose of Exercises 1-6 was for you to internalize the importance of the professional conference and to provide you with a format that could provide you with the skill of making conferences between two persons more meaningful and effective. This is one choice of a format. It might not fit your style. State here how you would change or adapt this conference format for your own style of working.

____

____

EXERCISE 6

Answer the following question: What other uses do you see for this conference format?

EVALUATION

The evaluation of this unit is your completion of the checklist. Your colleague's completion of the checklist used in Exercises 5 and 6 will also be useful. When you can include all steps in the conference with easy transitions from one to the next and with no real stumbling during the conference, then your level of mastery is high enough to begin adapting the conference to your own style and personality.

COMPETENCY BASED TRAINING PROGRAM

- Department Chairperson -

UNIT E

IDENTIFYING LEARNING RESOURCES

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UNIT E

IDENTIFYING LEARNING RESOURCES

OBJECTIVES

You will:

1. specify the location of the following items: company catalogues, directory of company agents, and county media services.
2. complete a search of company catalogues dealing with print and non-print instructional materials in order to list all materials available on a specified topic.
3. summarize the procedure for obtaining instructional materials or services from: county central office, area office, and commercial vendors.
4. explain Anne Arundel County Board Policy dealing with the process of evaluating and selecting basic and supplementary instructional materials.

INTRODUCTION

Teachers within your department will need assistance in identifying appropriate instructional materials in order to teach the county curriculum. Often they will ask, "What materials are available to help me teach this objective?" You will want to assist them in identifying materials already in the school or to help them find materials outside the school. The objectives in this unit deal with the following: (a) identifying appropriate instructional materials, (b) obtaining instructional materials and services, and (c) developing a knowledge of the county policy in using instructional materials.

EXERCISE 1

In order to identify instructional materials, you must first know the resources available for assistance in this task. Complete the following chart:

MEDIA SOURCE	LOCATION	CONTACT PERSON
School media person		name-
Central office media person(s)		name(s) - jobs
Area office media persons		names-
Area office resource teachers (your subj.)		names-
Commercial representatives (list 5)		

EXERCISE 2

Since this exercise deals with the instructional needs of department members, you will need their assistance. Identify two teachers as ones from whom you will request information. Meet with them to explain the nature of this exercise. At that meeting ask each teacher to specify one instructional objective for which they have had difficulty finding instructional materials.

1. Write the instructional objectives.

Objective 1- ____

____

Objective 2- ____

____

2. Complete the following activities:

a. Often the needed instructional materials are "right under our noses." First go to the media center. Check the catalogue for materials already in the school. On a separate sheet of paper place the title-

EXERCISE 2 - MATERIALS IN THE SCHOOL & COUNTY

Use a separate sheet for each teacher's objective. List the instructional materials including: title, code or index number, and location.

b. Check the film catalogue in order to determine films at the county film center. Add these to the above list.

c. Now that you have identified areas of need, obtain commercial catalogues. Complete a search in order to identify materials that may be helpful. In searching for materials, check each item for the following information: grade level, content depth, use of illustrations and examples, cost, etc. From this activity you will identify companies that provide more helpful information than others. List the companies you feel provide adequate information.

____

d. Ask the school media person to identify those companies that consistently supply a good product and give good delivery service. Place an asterisk (*) by the recommended companies in the above list.

3. On a separate sheet of paper place the title-

EXERCISE 2 - MATERIALS TO OBTAIN OR PREVIEW

Use a separate sheet of paper for each teacher's objective. List the instructional materials (title, company, and cost).

EXERCISE 3

Knowing where materials are is only the first step. Now you must know how to obtain needed services or materials. Complete each of the following activities.

1. School Media Person

Discuss with your school media specialist (librarian) his or her responsibilities regarding the acquisition, selection, and evaluation of instructional materials for your particular discipline area. Summarize your discussion below:

2. Central Office (Riva Rd.) Media Center

Call the contact person(s) and ask- "What services do you provide?" You will want to ask other questions in order to obtain a "clear picture" of the role of the center and the services available to you as a department chairperson. Summarize their response below.

3. Area Office Media Teachnician

Contact an area office media technician and ask questions like the following: "Do you have commercial catalogues of print and non-print material?", "Are the catalogues up-to-date?", "Do you have instructional material for preview?", etc. Summarize the response below.

4. Area Office Resource Teachers

Contact the appropriate Area Office resource teacher and ask the same questions as in number 3. Summarize the response below.

5. Commercial Companies

Select one or two local companies. Call the representative and ask questions like the following: "What is the company policy for previewing materials?", "How long does it take for delivery of material?", "Can you meet with me on occasions to demonstrate your product?", etc. Summarize your response below.

EXERCISE 4

This exercise deals with objective 4. It is important for you to know the *policy* for selecting and evaluating instructional materials.

Obtain the publication Evaluation and Selection of Instructional Materials.

1. Define the terms:

   a. basic material -

   b. supplementary material -

2. At the county level the program coordinator for each discipline will serve as committee chairperson for evaluating and selecting basic instructional materials.

a. List the groups from which committee members will be selected.

____

____

____

b. The program coordinator selects materials for committee members to review. If a program coordinator rejects an item, what action can be taken by the initiator of the request?______________________________

____

____

____

c. How often will the committee meet?________________________

3. The selection and evaluation of supplementary materials will be handled by each local school.

a. What groups can request school consideration for using supplementary materials?____

____

b. What is the role of the school principal?______________________

____

____

____

____

c. List the persons that will be represented on the school committee.

____

____

____

d. Briefly summarize the responsibility of the school committee.

4. Briefly summarize the steps to be taken in the event that a question is raised by a citizen, parent, student, or professional about the use of any instructional materials within a school.

EVALUATION

1. Give your list of identified instructional materials to the respective teachers. Ask them to comment in terms of how effective or complete the list is. Does it fill their original request? Ask them to write a brief statement for you to show the training advisor. ____________________

2. Explain why there are different evaluation and selection procedures for basic and supplementary materials. ____________________

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT F

ESTABLISHING GOALS, OBJECTIVES, & PRIORITIES

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This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

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UNIT F

ESTABLISHING GOALS, OBJECTIVES, & PRIORITIES

OBJECTIVES

You will:

1. define *needs, goals, objectives,* and *priorities.*
2. distinguish between *instructional objectives* and *management objectives.*
3. identify ways of determining needs of an organization.
4. identify the sources of information (inputs) for gathering data to use when determining goals and objectives.
5. use a *goal-setting model* for accomplishing goals and objectives for your area of responsibility.
6. adapt the *goal-setting model* for use in your job setting.

INTRODUCTION

Why do organizations need goals, objectives, and priorities? Robert F. Mager, a well-known authority on preparing instructional objectives, offers this reason--

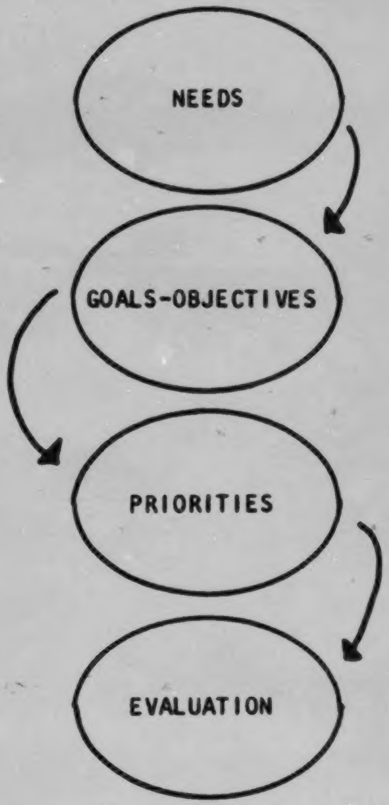
> *"When clearly defined goals are lacking, it is impossible to evaluate a course or program, and there is no sound basis for selecting appropriate materials, content, or the instructional methods."* (Mager, 1962)

In simple terms--without clear goals in mind, we won't know where we are going or how to get there.

As an educational leader you will be responsible for setting goals, objectives, and priorities for your department, grade group, or subject area team. This unit is intended to help you develop a strategy for setting goals and objectives as efficiently as possible.

EXERCISE 1

1. The sequence for setting and accomplishing goals and objectives is:



Possible working definitions for the above sequence appear below,

NEEDS - the difference between "what is" and "what ought to be"

GOALS & OBJECTIVES - statements of intent to accomplish a need-related task

PRIORITIES - the order in which goals and objectives are to be accomplished "from most urgent to least important"

EVALUATION - a process of assessment to determine if goals and objectives have been met "which may indicate a need to establish new or additional goals"

The definitions given above are offered as "working definitions." You may wish to refine them or give examples of them for your use at this point.

NEEDS: ____________________

____

____

GOALS & OBJECTIVES: ____________________

____

____

PRIORITIES: ____________________

____

____

EVALUATION: ____________________

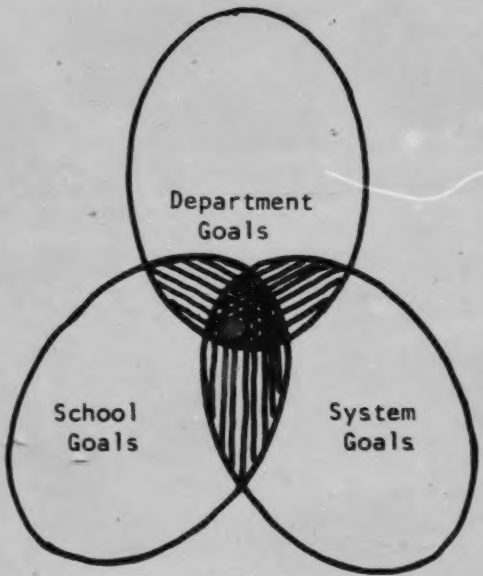
____

____

2. Discuss your definitions or examples with a colleague.

EXERCISE 2

1. As a department chairperson you will be working with goals and objectives at three basic levels. The diagram lists these levels and shows their relationship.


Department Goals
School Goals
System Goals

The relationship between the goals at the three levels is one of interdependence. At the department or grade group level, you will be most concerned with DEPARTMENT or GRADE GROUP goals, but you must be aware of how these relate to SCHOOL GOALS or SYSTEM GOALS.

2. Goals and objectives can be of two general types at the three levels.

INSTRUCTIONAL GOALS - the goals and objectives having a direct bearing on the instructional process. For example, the following is an instructional goal: *Identify all students in Grade 9 who are two or more years below grade level in reading.*

MANAGEMENT GOALS - the essential but non-instructional goals within a department or grade group. For example, the following is a management goals: *Develop a book rotation plan which will permit six teachers to use five sets of* ______*(textbook title)*______.

3. From your professional experience, prepare a listing of ten objectives and identify them as INSTRUCTIONAL or MANAGEMENT.

	OBJECTIVE	TYPE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

EXERCISE 3

Review Exercise 1, The Sequence for Setting and Accomplishing Goals and Objectives. We shall now examine each step in the sequence in depth and help you develop strategies for working through each step in your area of responsibility.

1. NEEDS - A needs assessment must preceed goal-setting. What sources of information must be considered when attempting to assess needs? Hard data can come from a variety of sources. In the following diagram some of these sources are identified. (See page F-6.)

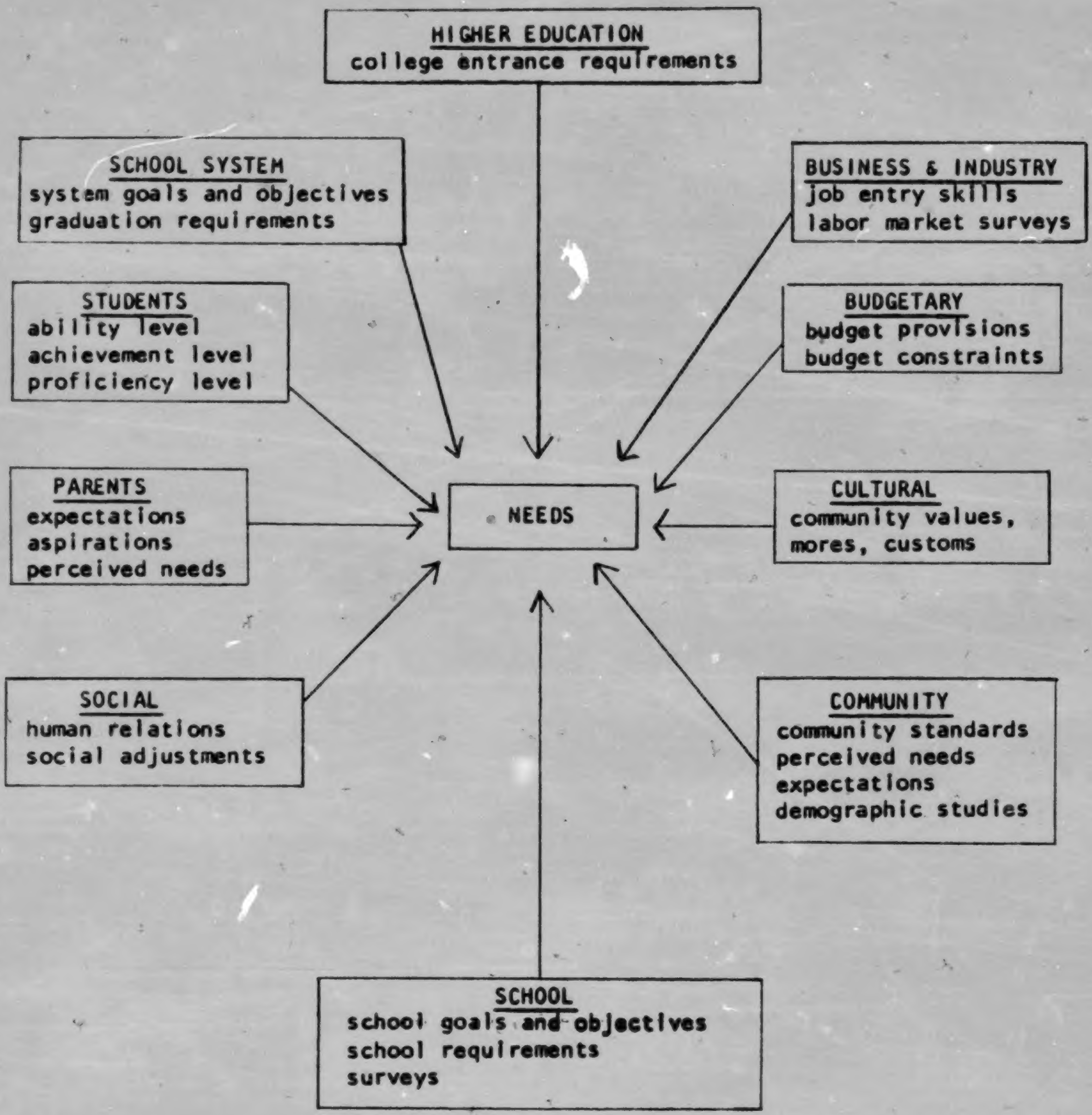
2. The following process offers a model for the systematic collection of data. Review the steps carefully. As you become more proficient in needs assessment, this process may be adapted to suit local situations.

NEEDS ASSESSMENT PROCESS*

Step 1 Identify representative sources of information (community and school district).
Step 2 Schedule meeting of information sources (groups and individuals, i.e., parents, professionals, etc.).
Step 3 Identify ideas on "what should" (brainstorming--intuitive, subjective, and research findings).
Step 4 Determine "General Types of Information" to be gathered and analyzed.
Step 5 Investigate each "General Type of Information" to determine what specific elements can or should be gathered.
Step 6 Suggest alternative means of collecting information for each "General Type of Information."
Step 7 Select from alternatives the means of gathering information.
Step 8 Develop information gathering devices (written surveys, polls, Delphi techniques, personal contacts, meetings, etc.)
Step 9 Identify information (e.g., community mores, customs, etc.) for which gathering devices are not feasible or needed.
Step 10 Collect information and concerns.
Step 11 Assemble information into compatible and useable forms.
Step 12 Review and summarize information findings.
Step 13 Analyze concerns and compare information findings with projected "ideals" (see Step 3).
Step 14 Note discrepancies between information findings and "ideals" (i.e., needs).
Step 15 Arrange discrepancies (needs) in priority order.
Step 16 Proceed to goal-setting phase.

*This summary of the steps in this Needs Assessment Process was compiled as part of the Research and Development Training Program of the L.R.D.C. of the University of Pittsburgh, 1972.

SOURCES OF INFORMATION ON NEEDS



HIGHER EDUCATION
college entrance requirements

SCHOOL SYSTEM
system goals and objectives
graduation requirements

BUSINESS & INDUSTRY
job entry skills
labor market surveys

STUDENTS
ability level
achievement level
proficiency level

BUDGETARY
budget provisions
budget constraints

PARENTS
expectations
aspirations
perceived needs

NEEDS

CULTURAL
community values,
mores, customs

SOCIAL
human relations
social adjustments

COMMUNITY
community standards
perceived needs
expectations
demographic studies

SCHOOL
school goals and objectives
school requirements
surveys

3. GOALS and OBJECTIVES - Goal-setting follows quite logically from the needs assessment process. Goal-setting can become a group activity--all members of the group to be involved in determining how the identified needs can be met. The process of goal-setting follows a sequence.

GOAL-SETTING SEQUENCE

Step 1. Review the needs assessment data.
Step 2. Convene a group meeting to "brainstorm" about possible alternative goals.
Step 3. List the resources needed for these alternatives.
Step 4. Select the goals which will meet the identified needs with the resources available.
Step 5. State these goals in measurable (behavioral) language.
Step 6. Proceed to PRIORITIES phase.

4. PRIORITIES - The order in which goals and objectives are to be accomplished is the third step in the sequence. Step 15 of the Needs Assessment Process on page F-5 asked that needs be arranged in a priority order. This prioritizing can give direction to the order in which goals should be accomplished. In addition to the needs priority, other factors should be considered.

a. time constraints
b. resource availability
c. budgetary limitations

The group involved in the setting of goals should determine the priority in which these goals are to be accomplished.

5. The final phase activity, EVALUATION, can be either a conclusion or a continuum. If goals and objectives have been stated behaviorally, they should be measurable. The evaluation activities may show that:

a. Goals have been met completely.
b. Goals have been partially met.
c. Goals have not been met.

Depending on the evaluation outcome, you may decide to proceed to new goals or continue to work to meet those already established.

EXERCISE 4

Now that you understand the sequence for setting and accomplishing goals and objectives, turn your attention to a practical situation in your area of responsibility. In this exercise you will be asked (1) to make a needs assessment, (2) to set goals and objectives to meet these needs, (3) to determine the priority for goal accomplishment, and (4) to evaluate whether the needs have been met.

1. NEEDS ASSESSMENT List below at least five current needs (instructional or management) from your area of responsibility. Tell how these needs were determined and the sources of information which were considered.

NEED	INFORMATION SOURCE	SPECIFIC ACTIVITY (brainstorming, test scores)
1.		
2.		
3.		
4.		
5.		

2. GOALS AND OBJECTIVES

a. List all the alternative goals and objectives to accomplish these needs. List the resources needed to accomplish these objectives.

ALTERNATIVE GOALS	RESOURCES

b. Select the specific goals chosen to meet the identified needs. Give the rationale for this choice.

SPECIFIC GOALS	RATIONALE

3. PRIORITIES

Determine the priority for accomplishing the objectives. List this priority and give the rationale for the choice.

GOAL PRIORITY	RATIONALE

4. EVALUATION

a. List the specific techniques which will be used to determine if goals and objectives have been accomplished and needs have been met.

b. If you were able to accomplish any of your objectives in the time available, list the degree to which each was accomplished.

OBJECTIVE	FULLY ACCOMPLISHED	PARTLY ACCOMPLISHED	NOT ACCOMPLISHED	RECOMMENDATIONS

EXERCISE 5

You have practiced using one goal-setting model with a practical application. Restate in your own words the specific steps which were used.

Goal-Setting Sequence

EXERCISE 6

The model offered is just one approach to goal-setting. Your particular situation may require a somewhat different approach. In this exercise you are asked to adapt the goal-setting model to your area of responsibility. Briefly, what modifications do you suggest for adapting this model for your use in your school setting?

NEEDS ASSESSMENT ____

____

____

GOALS AND OBJECTIVES ____________________________________

____

____

PRIORITIES ____

____

____

EVALUATION ____

____

____

UNIT EVALUATION

The process of establishing goals, objectives, and priorities is a continuing and dynamic process in all organizations. The sequence of events will remain, but the approach may vary with local circumstances. It is important that you understand the goal-setting sequence and can apply it in your job setting. If you successfully completed Exercise 6, you will have met the objectives for this unit.

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons _

UNIT G

DEVELOPING CURRICULUM KNOWLEDGE

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UNIT G

DEVELOPING CURRICULUM KNOWLEDGE

OBJECTIVES

You will:

1. learn a process of analyzing curriculum structure.
2. be able to determine curriculum corganization through content or process development analysis.
3. determine the scope and sequence of your own curriculum area.
4. practice relating the needs of students to curriculum development.
5. be able to select curriculum content and skills designed to meet state and county goals and objectives.

INTRODUCTION

Today, as in the history of education in America, nagging questions in curriculum are with us. What shall we teach? How much should we teach? When should we teach what? To whom shall we teach what? How should we teach? What is the best organization for teaching?

Each generation must design afresh the nature, direction, and the aims of education to assure such freedom and rationality as can be attained for a future generation. There are changes both in circumstances and in knowledge that impose constraints and give opportunities to the teacher in each succeeding generation. It is in this sense that education is in constant process of change. Jerome Bruner comments upon four changes in our own time that require consideration in thinking about education.

> The first of these derives from our increasing understanding of man as a species.
> A second basis for redefining education is the increase in our understanding of the nature of individual mental growth.

> Third, there is reason to believe that we have come to understand the process of education somewhat more clearly than before.
> Finally, and most obviously, the rate of change in the society in which we live forces us to redefine how we shall educate a new generation.[1]

EXERCISE 1

1. Read Chapter 18 in the book, Curriculum Development-Theory and Practice by Hilda Taba, 1962; Harcourt, Brace and World. (Available through county libraries)

2. How would you relate problems of organizing as Taba sees them to your own discipline? ____________________

3. What impact does her elaboration upon establishing sequence have upon planning for sequence in your special field of teaching? ____________________

4. In providing for cumulative learning, how would you clarify or identify elements or threads upon which to base sequence? ____________________

---

[1] Bruner, Jerome S., Toward A Theory of Instruction, Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1966.

5. Identify ways in which you could provide for integrated learning where facts and principles from other fields of study can be applied to yours.

6. If you teach more than one subject, how could you attempt to unify them?

7. Could you combine logical and psychological requirements in your discipline? How? Why not?

8. How would you determine the focus of your subject area?

9. How would you provide variety in your curriculum area to match the various modes of learning of your students?

EXERCISE 2

1. If the county K-12 curriculum has not been developed for your specific subject, locate materials used previously with your students. Use topics, concepts, skills, units (whatever the organizational focus was) to identify learnings which were introduced previously.

2. Likewise, determine what your students will be exposed to when they leave you.

3. What do you determine to be the main objectives of your teaching?

OPTIONAL AND RECOMMENDED ACTIVITY: Ask your training advisor to arrange a conference between you and an elementary administrator to discuss students' experiences in your curriculum area at that level. You may wish also to confer with a coordinator, resource teacher, etc.

EXERCISE 3

Jerome Bruner's ideas on the structure of the disciplines and on sequential teaching of interrelated concepts and generalizations have had a significant impact on curriculum. Read his book, The Process of Education. (Available through county libraries) Can you identify ways in which his ideas may be reflected in the organization of your curriculum area?

EXERCISE 4

1. Locate and study the state and county goals for your academic area. (These are available from your principal.) List them in order of importance to you.

2. Explain your reasons for giving top priority to the first selected goal.

3. Find and list the related county objectives which you believe can be accomplished during the course of study.

4. List any objectives which you believe are unattainable. Tell why.

EXERCISE 5

1. Identify specific journals which offer articles related to your area of the curriculum.

2. Read and list at least two articles related to curriculum in your area of teaching.

3. What are the significant points of view taken by these authors?

EXERCISE 6

One of the most significant trends of the future in the area of curriculum provides for more attention to student interests and student involvement in curriculum making.

1. In your curriculum area, list at least three procedures you could use to determine what student interests are.

2. Describe at least two ways you could involve students in curriculum making.

EXERCISE 7

1. In Anne Arundel County, K-12 curriculum guides have been developed in Science, Mathematics, Social Studies, and Career Education. Select at least one of these disciplines and read the guide. You may wish to discuss the guide with one of the resource teachers.

2. What is the underlying philosophy of the guide?

3. Select one objective, concept, or skill and trace the developmental sequence from kindergarten to grade 12.

EVALUATION

What are the strengths and weaknesses of the curriculum you are required to teach?

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT H

IMPROVING RELATIONSHIP SKILLS

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UNIT H

IMPROVING RELATIONSHIP SKILLS*

OBJECTIVES

You will:

1. determine your definitions and experiences about relationships you perceive as positive and helping to you.
2. identify your values and biases about good teaching in order to speculate on the effects your biases have on your relationsips with others.
3. analyze the meaning of the behavior patterns in your intervention style in order to interpret the effectiveness of that style in producing the changes you are trying to bring about.
4. elicit and receive feedback from others in order to accurately determine the affect and content of your ability to communicate effectively with others and to use this behavior in order to be sure you listen carefully to others.

INTRODUCTION

As a department chairperson, you must be able to work effectively with persons of varying personalities. Others will react to your guidance and assistance on the basis of how they perceive you as a person interested in them and the job. In this capacity you must not only know your needs and interests, but also the needs and interests of others. Therefore, you will need to seek mastery of the skills associated with developing an effective working relationship with others.

This unit contains several exercises designed to assist you in determining the present status of your relationship skills and to assist you in improving these skills. Therefore, after completing this unit, you should be able to work more effectively with others.

---

*This unit is adapted from Champagne and Morgan.

In order to achieve maximum benefit from this unit, you should perform each exercise by giving careful attention to how the exercise and the resulting learning can assist you in developing improved relationship skills.

EXERCISE 1

1. Pick a partner for this exercise. The activity involves your talking with your partner for at least an hour or two in order to fully explore this exercise. You are going to form a mini-helping relationship with this partner. Choose someone with whom you think this is possible. Pick a place that is comfortable where you can talk quietly together without being interrupted or disturbed.

2. With your partner, read the manuscript entitled, "The Helping Relationship." Each of you will read alternately one paragraph from the single copy you share. Stop and examine with your partner any ideas you find interesting at any point in the exercise. Also, stop and discuss the questions inserted into the manuscript.

3. After reading the manuscript, respond to the following activities.

   a. You have spent a significant period of time with another person in this activity. From your "first impressions," write a description of your partner which says something about the dimensions in the model of the helping relationship you have been discussing.

   ____

   ____

b. Now write the same description of yourself.

c. Exchange these descriptions, and then discuss them with each other. Find out, among other things, what "data" your partner used to construct the description you are reading.

d. Decide with your partner if you wish to change any of your relationship behavior. Plan in writing how these "new" types of behavior will be implemented.

e. Plan ways to get feedback on these "new" types of behavior in practice.

The Helping Relationship

Many of our ideas about working with others in education are concerned with the relationships between and among people. We are concerned with the quality of these relationships. The relationships among people are far from simple. They contain several strands of social dynamics which we wish to discuss here under the general title, "The Helping Relationship."

On the surface, many of our job responsibilities are concerned with either giving or receiving help. At any given time a helping relationship contains two roles: the *helper* and the *helpee*. The *helper* is giving or sharing money, time, skills, emotion, or other resources. The *helpee* is receiving or sharing some of the resources being given or shared. So far we seem to have a firm grasp of the obvious. However, in most instances, more is being given and received than appears on the surface. The *helper* may be retaining a certain amount of control of that which is being given. This control may be expected by the *helper* as his "price" for the giving. It may be "surrendered" by the *helpee* as part of his feeling of trust in the *helper*. The *helper* and *helpee* may be expecting or giving more of this dimension than the other wants or expects. Similarly, the *helper* and *helpee* may expect a certain degree of gratitude for the help and get or give less or more than is expected. In both the giving and receiving of help there are also possibilities of feelings of rejection, dependency, diminished autonomy, and inadequacy.

1. Does any of this make any sense to you? What questions do you have at the moment?
2. Discuss with each other some examples, either from your personal or professional life, of some of the ideas mentioned above.
3. If either of you have questions about anything you have read thus far, discuss them at this time.

Before we discuss this topic further, let us clarify our definitions of the helping relationship. Carl Rogers defines a helping relationship as one "in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other." Rogers' definition in its broadest sense includes parent-child, teacher-student, analyst-client, consultant-client, friend-friend, philanthropist-panhandler, boss-employee, and others.

1. What does this definition mean to you?
2. Does it include teacher-teacher? Why?
3. Think about and describe persons with whom you have had this kind of relationship. What were the characteristics of each of these different relationships? How do you feel when you are with each of these persons?

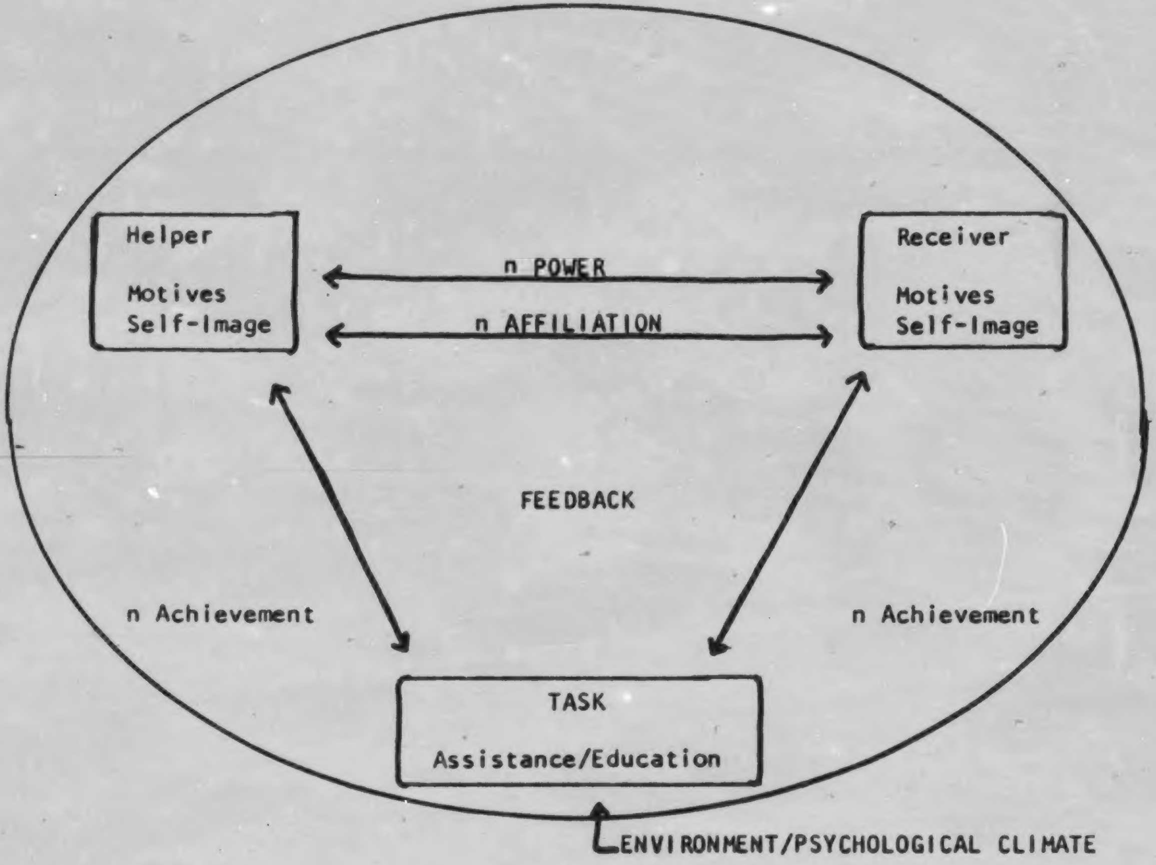
Kolb and Boyatis present a conceptual model of the helping relationship which we would like to describe in detail.

Their program of research is designed to deepen our understanding of the social dynamics they identify as part of the helping relationship. Their purpose is to try to help others discover ways to make these relationships more effective.

The best representation of the Kolb-Boyatis model of the helping relationship as shown below, "emphasizes five key elements in the helping relationship."

1. The task or problem around which the relationship develops;
2. The helper with his motives (achievement motivation, power motivation, and affiliation motivation);
3. The receiver of help and self-image;
4. The environment and psychological climate in which the helping activities occur; and
5. The information feedback which occurs during the helping process."

(See illustration on following page.)


Helper
Motives
Self-Image
n POWER
n AFFILIATION
Receiver
Motives
Self-Image
FEEDBACK
n Achievement
n Achievement
TASK
Assistance/Education
ENVIRONMENT/PSYCHOLOGICAL CLIMATE

This model contains much information. It is also presented in very tight shorthand. *Achievement* means achievement motivation or need for achievement. Similarly, *n* means need or motivation on other places in the diagram. *Assistance/Education* refers to a continuum of the kind of help being given. "Giving a vagrant a dime for a cup of coffee" is at the assistance end of the continuum. Teaching the vagrant how to counterfeit the dime would presumably be education at the other end of the continuum. The vagrant no longer has a need to beg. You have given him the skills to deal with his problem and not merely relieved the symptoms.

1. What questions do you have about the preceding model as depicted?
2. What is the task around which you are building a particular professional helping relationship?
3. Did your task statement change as a result of this exchange?
4. Give your partner some sense of your feelings during this process of clarification.

5. Is this task on the assistance or education end of the helping relationship continuum?
6. Where would you place the tasks of the real relationships you described earlier?
7. When do you think it is appropriate to give assistance, and when should you use education as a strategy?
8. Categorize most of your own helping relationships where you are the helper. Defend this response. Are you satisfied with your response?

The terms *power affiliation* and *achievement motivation* require some explanation. All of us have some of each of the three corners of this triangle of needs. Over 20 years of writing and research on *n-achievement* has even resulted in training programs to increase achievement motivation for individuals from under-achieving school pupils to business executives who wish to make more money.

The "pure" *achievement motivator* would have an extremely strong drive to complete a task, to succeed, to do well especially in comparison to others, and to be able to demonstrate completed products. This person would pay little or no attention to people's feelings or to establishing relationships with others who were completing a joint task. There would be very little time or energy wasted by this person in establishing power relationships as long as the task was clear and rapid progress was being made in completing it. It might be fun to have a secretary with a lot of this drive, as long as you do not have to enjoy this person's company.

A "pure" *affiliation motivator* would care about relationships and emotions and intimacy. This person would move very slowly if at all on getting tasks completed. This person wants to know, to understand, and to empathize with where the other person is coming from. The affect is preeminent. Power drive here is almost absent and certainly on an unconscious level.

A "pure" *power motivator* would use a group or interaction to demonstrate authority and would seek to define status roles and levels among people.

Tasks would fall by the wayside as lines, charts, and procedures would be worked out.

These stereotypes are exaggerated. Most people have visible parts of one or the other types of behavior with a dominance in different situations of one motivation or the other. Obviously certain types of situations bring out certain traits more strongly.

1. In terms of this model, what are your motives as a helper? How do you know?
2. When do you "get up tight" in group or personal helping interactions?
3. What self-image do you have that lets you consider yourself as a helper?
4. Comment to your partner how you perceive his/her communications about the previous three questions on at least the following dimensions: clarity, depth of self-understanding you perceive, and degree of acceptance of self that you perceive.
5. When you ask for help, what are your motives?
6. When you ask for help, what is your behavior and how do you receive help?
7. When you ask for help, how do you feel about doing so?
8. Comment to your partner how you perceive his/her communications about the previous questions.
9. What do the words *psychological climate* and *environment* mean to you?
10. Carefully describe the psychological climate and environment of the specific relationships you are examining now.

All of the answers on the preceding questions point the way to the necessity of looking at some of the characteristics of the *helper* and the *helpee*.

The personal characteristics of the helper and receiver of help are major factors influencing the process and outcome of the helping relationship.

We have already discussed the "pure" *motivators*. As helpers, if we allow one or the other of these factors to become heavily dominant, the effectiveness of the relationship will rapidly deteriorate.

Some examples are:

1. If we allow the satisfactions of power and control to dominate the relationship, the best interest of the helpee may get lost.
2. If power is not distributed fairly equally, the helpee may rebel or become passive in defense of self.

3. If the helper has heavy demands on his time, the inability to "know" and to develop affiliation bonds with the helpee may cause severe communication problems and block real helping.
4. Too much affiliation by either can produce a lack of perspective resulting in sympathy and little else. The helpee may lose any respect for the helper's ability to help.
5. If the achievement motivation of the helper is very high, an imposed solution unrelated to the helpee's perceptions of the problem may result. The helpee may have little commitment to this task or solution.
6. If the achievement motivation is too low, the helper may spend so much time gathering data and eliciting feedback that the helpee may become impatient or begin to believe the helper can't or won't help.

If you have been moving toward the generalization that all three of these motivations should be at moderate levels, you have reached the same conclusions as Kolb and Boyatis. They did an extensive research study which strongly suggests that on the many sub-dimensions of major aspects of the model, effective helpers were perceived by others as those who tended toward the median in almost all dimensions. This was true in the dimensions of motivation, giving of feedback, and self-image.

1. Suppose the helper in the relationship has all the formal power and in addition has all the special skills and experience. What stress does this place on a relationship?
2. What does your last answer suggest to you in your establishing and maintaining helping relationships?

EXERCISE 2

One aid in developing effective relationship skills is to learn the skills of perception checking. We use these skills to find out if the message sent (verbal or written) was received as intended, and, if the message received was sent. Using these skills gives us feedback which shapes our behavior in ways which tend to improve the accuracy of our communications with others.

Read these instructions and explanations.

At this time, we will first define the skills we are trying to teach. Then we will give exemplary lists of questions and dialogue of department chairpersons using these skills. As a closing section, we ask you to practice using the skills in a role-play situation where feedback is available.

In this exercise we are teaching two sets of skills which will help you answer the following questions:

1. Did what I send arrive with its original intent?
2. Did I receive what was sent with its original intent?

The simplest way to determine if we were getting through would be to ask our colleagues to repeat to us what we had just said and then to tell us what it meant in their own words. The simplest way to check whether we heard what our colleagues said to us would be for us to repeat what was said and then interpret the meaning.

Unfortunately, using this simple technique often becomes abrasive, pretentious, boring and, therefore, dysfunctional. All that we suggest in the following pages are simply variants of these two basic questions. There are other ways of saying the same thing. Our attempt is to reduce the abrasiveness.

Did what I send arrive? Or, how badly did the postman mess me up this time? Let's view our communications as packages. We'll blame everything that happens on the postman, and consider that if our message got through, it was in spite of the mishandling along the way.

One possible thing the postman does is to drop the package in a puddle blurring the address and the letter inside. My communications were only partially heard, that is, only certain words were heard and others were interpreted or guessed at. The subject got through, but my feelings about it were changed.

Our bumbly postman lost part of the package. I got the first part of what you said, but then I missed the last part.

The package came apart and was put back together in the wrong order. I heard all you said, but the meaning is different because I got the sequence wrong.

This particular postman didn't like the color of the wrapping and rewrapped it in another color. The contents of my communication were clear, but the interpretation of it was entirely different from my intent.

There are many other possible reasons for teachers not receiving what was sent in a communication. We have to find non-offending but useful ways of checking what arrived.

The following are some exemplary questions:

What did I just say?
I'm not sure that I was very clear. Can you read it back to me?
Can you summarize what we've been discussing for the past few minutes?
OK, let's review.
Where are we?
I need a check to see that we are both saying the same thing before proceeding to the next issue.

In all of this checking you are trying to preserve the attitude that you need the information requested to be able to know where you are going. The colleague is giving you information on his receipt of your message. You are not punishing him for not paying attention. Of course, in one sense checking like this is simply noise introduced into the system. It does not in itself carry any new information. In this sense it comes as a form of punishment, because it takes time.

Our next step is to look at the other side of this issue.

Did I receive what was sent?

As we have stated before, this question is the same as the first except for the direction. When you are asking this question, you must be aware that for many people just being asked is interpreted as a criticism of the clarity of their communications. This implication threatens some and insults others. Most people come to an appreciation of this mode, if they are realistic. They even begin to use it themselves as they see its value. This skill, when overused, seems insincere and artificial. It can become just something to say while you are thinking of something to say. You have to be real in your use of both of the skills you are learning in this sequence.

Our suggestions follow:

Did I hear you right? What you said was.......
Let me run that one through the machine again.
Here's what I heard you say.......

We've finished our somewhat simplistic examples. Now we are going to describe some fun-type exercises which you can use to practice the skill we have been defining and describing.

Did you receive what I sent?

Have a discussion with a friend or with a small group of friends. There are special rules to the discussion. After the opening statement, you can only participate in the talk if you have first repeated to the previous speaker's satisfaction both the content and the affect of his contribution to the talk. Keep the discussion going; don't let long pauses exist, hoping that someone else will take up the flow. Probably you should rest after about ten minutes of talk. Most people get frustrated with this exercise if it continues beyond ten minutes. We think the frustration comes from the necessity of listening to each other.

This exercise has the same point but is just a little more focused.

Have a discussion with a friend or a group of friends. In this discussion you are simply reflecting, repeating, or paraphrasing what you heard then say. You are adding nothing of your own. Your friend should be trying to focus or clarify something he/she is thinking about. Keep this mode of reflection going until your friend has a eureka, or he/she reaches a dead-end.

Get feedback on the reactions of the friend or group to your reflecting. This feedback can come from an outside observer or from the people or persons about whom you reflected. This feedback process for the person who did the reflecting serves the same function he was providing when he was reflecting. During either stage of this process, the person who is doing the reflecting should provide feedback for both the verbal and non-verbal language he is observing.

One form of observation is to determine if the person's verbal and non-verbal communications are congruent. If a person says, "I am willing to discuss that openly," and sits in a chair with his arms folded, he is saying verbally that he will be open while non-verbally he is probably saying that he does not want to discuss anything openly. He is, in fact, being protective of himself and resistant to the discussion.

Another example of incongruency is a situation in which the person sits behind his desk, with the colleague sitting out front, and says, "We're going to look at the data together and jointly decide a course of action." The verbal statement indicates equality while the non-verbal physical seating arrangement defines an authority-subordinate position.

A second form of communication is a determination of the degree of open-endedness of questions. Following are two examples of this form.

Department chairperson:

1. "React to our meeting today."
2. "Pick two or three things you would like to talk about for the next few minutes."

Statement 1 is open-ended in that the teacher can react to any number of issues, any type of concern either cognitive or affective, and without a time restriction. Statement 2 is restrictive in that it limits the colleague to a maximum of two or three things. It is also restrictive in that it sets a time limit, and that it is being directed and controlled by the department chairperson.

A third form of communication feedback is interpretation of verbal affect. If the chairperson says, "Hi, how are things going?", the colleague might get any number of messages which could be dependent on the following:

1. pace
2. inflection
3. body posture
4. chairperson's expression
5. gestures
6. past experiences associated with the question

It is important that the chairperson practice getting and giving feedback to gain some skill in using it. It is also important that the participants be honest with each other when giving feedback. Honesty is the best way we know to check our own perceptions of the validity of our feedback. If the honesty doesn't exist, very little or no growth in using this skill will occur.

We also belive that each person who uses these experiences can continue to learn from them no matter what his level of expertise and irrespective of the authoritativeness of the observer. We identify the communication skills and types of feedback that each person can give. We use him/her for feedback in these areas.

EXERCISE 3

Your values about good teaching directly affect your relationships with others. We must know about our biases in order to construct some safeguards and to know what they cause us to do. You must recognize what your values are.

It is possible when one begins to focus on values to see a value lurking behind every tree and bush ready to guide your every behavior. This syndrome is known as the guiding-light theory. You will get your balance back later, as your over-compensation rapidly dies away.

In the following descriptions don't think too long before you write. Don't bother trying to psych out the activity.

1. On a separate sheet write in 100 words or less, your description of the ideal teacher.
2. On a separate sheet write in 100 words or less, your description of an average teacher.
3. On a separate sheet write in 100 words or less, your description of a poor teacher.

On a separate sheet answer the following questions about your portraits of teachers.

1. How close is your description of the good teacher to a self-portrait?
2. How strongly is your description of a poor teacher a portrait of things you don't like about yourself or of someone you have known and not liked?
3. Are the positive things and the negative things you describe about the teacher really central issues in the teaching, or are they surface personal things which may have relatively little effect on the students? Give reasons for your answer.
4. On what factors are your good and poor teacher qualities based: Student reactions, moral judgements, community standards, styles of dress, learning data from students, etc.? Why?
5. Do you want to change any of your original descriptions now? Why or why not?
6. What effects do your values have on your behavior when working with colleagues?
7. What questions of your own has this simple exercise caused you to ask?

Both this procedure and the previous one are really interesting to discuss with others. Whether or not they have completed the activity, go around faculty rooms, etc., and ask these questions of colleagues. You will learn more about the personal nature of your answers by knowing others' answers to the same questions.

Discuss your answers with others until you have heard their beliefs well enough to paraphrase what they say to their satisfaction. Ask someone to paraphrase your values and beliefs about good and poor teaching until you think they really understand you.

What do you think of your values now?

EXERCISE 4

In order to develop effective relationship skills, you must know your intervention style and its effects on others.

In this exercise you will respond to each situation listed below. Then you will be asked to identify some of the patterns of your behavior. Having completed this task, the next question will concern the effects you believe result from your interactions and what you wish to do (if anything) in changing these patterns.

1. Carefully read the following directions and then respond to each situation in the following series.
2. Fill out the Intervention Style Survey Profile Sheet and begin the analysis suggested at the bottom of the sheet.

Intervention Style Survey

Typical situations which an educational leader encounters have been included in this instrument. For each of these situations, five alternate ways of responding have been listed.

Each alternative response is different from the other four. Since you will be asked to differentiate among the five responses, it is necessary that you read all five alternatives before answering.

After reading all five responses, select the response which is most similar to the way you would actually react in that situation, and place the letter corresponding to that response (a, b. c, d, e) somewhere on the "Most Similar" end of the scale. Complete your answer by placing the three remaining letters within this "most-least" range in terms of how well each response reflects the way you would actually react in that particular situation (see example).

Example: I have just won $5,000 in a magazine publisher's contest. I will probably:

a. Pay off all outstanding bills and place the remaining amount in a savings account.

b. Invest the entire amount in sound stock.

c. Buy a new car.

d. Take an extensive trip.

e. Place the entire amount in my savings account.

Most		a	d				c		b	e	Least
Similar	9	8	7	6	5	4	3	2	1	0	Similar

Of the five alternatives, this person chose response "a" as most similar to the way he would respond in this situation, although not giving it a ranking of 10. Response "e" was least similar. He ranked responses "d", "c", and "b" on the most-least continuum, between "a" and "e", response "d" being very similar to the way he would respond and "b" very dissimilar to the way he would respond.

His answer could have been:

Most	b			c	d		a		e		Least
Similar	9	8	7	6	5	4	3	2	1	0	Similar

Most				a		e	b	d		c	Least
Similar	9	8	7	6	5	4	3	2	1	0	Similar

There are no right or wrong answers. The "best" response is that one which most accurately reflects the way you would respond in that situation.

In responding to the following 12 items, you are to place yourself in the position of Department Chairperson. As Department Chairperson, you report directly to the school principal.

1. One of the teachers has created a stress situation in the office by criticizing many of my decisions to other members of the staff. In discussing this situation with him, I will probably:

a. Talk as little as possible and wait for him to ask for my opinion or ideas as he feels the need to do so.

b. Be very active in the discussion so as to clarify for him the reasons underlying my decisions and the position I feel he must adopt.

c. Allow him to do most of the talking in the interview, and listen in a non-judgmental and accepting manner.

d. Be as active as he and try to arrive at conclusions which represent our joint points of view.

e. Try to win his respect and then persuade him to my point of view.

Most Similar ______ 9 8 7 6 5 4 3 2 1 0 ______ Least Similar

2. The principal has asked me to serve on a committee with various faculty and other teachers to devise a proposal for more staff participation in school governance. In these committee meetings, I will probably:

a. Wait for my opinion to be asked and usually accept the majority opinion.

b. Assist other members of the committee in clarifying their ideas and emphasize good relations among committee members.

c. State my ideas and opinions in the context of my contact with staff officers and work toward a feasible, although not perfect, proposal.

d. Encourage all committee members to actively participate in creating the proposal and emphasize understanding and agreement of a proposal that is satisfactory to all involved.

e. Try to persuade the committee members to accept my point of view and push for a proposal that can be realistically adopted.

Most ______________________________ Least
Similar 9 8 7 6 5 4 3 2 1 0 Similar

3. In determining my success in orienting a new teacher, I will probably emphasize:

a. The extent to which his decisions reflect the accepted standard of behavior and school policy.

b. The extent to which he follows expected behavior, and the amount of urging necessary on my part to achieve this.

c. The person's progress toward self-acceptance and personal worth as indications of his ability to live with others.

d. The value of particular kinds of behavior in relation to the goals he and I have set in the interview.

e. His loyalty toward and trust in me in the context of our relationship.

Most ______________________________ Least
Similar 9 8 7 6 5 4 3 2 1 0 Similar

4. I have just been informed about a group of parents who want me to abolish a new curricular program which was organized under my leadership. This group has arranged to meet with me next week. In talking with this group, I will probably:

a. Answer their questions directly and courteously but not become involved in an active discussion regarding the purpose and goals of the program.

b. Clarify for them the reasons for the program, the position that the department and I have taken in relation to the program, and the degree of my authority in relation to such programs.

c. Listen carefully to their comments, and assist them in talking about their concerns without explaining my position or the program in detail.

d. Carefully explain the reason for the program and my position, but also assist them in clarifying their concerns and how these concerns may be explored in relation to the program.

e. Listen carefully to their comments, but gradually attempt to gain their acceptance of my position on the new program.

Most ________________________________ Least
Similar 9 8 7 6 5 4 3 2 1 0 Similar

5. Teachers and instructional aides have not been attending the weekly in-service training programs carefully planned by myself and the principal. It was previously decided that these programs were important for the maximum functioning of the teachers and instructional aides, and they were aware of their expected attendance at these programs. To assure attendance at these programs, I am likely to:

a. Clarify the reasons for the training programs and the consequences of not attending.

b. Arrange a discussion with those not attending and encourage them to explore their personal goals and responsibilities as staff members.

c. Carefully outline the reasons for the training program, and the expectation of attendance by all staff members.

d. Contact each staff member not attending and encourage him to do so.

e. Arrange meetings with all staff members involved to determine why some are not attending the meetings and discuss in-service training formats.

Most Similar ______ 9 8 7 6 5 4 3 2 1 0 ______ Least Similar

6. The district administration has asked me to supervise a teacher placed on probation for one semester. At the end of this semester, we hope to have accomplished previously agreed-upon objectives in working with this teacher. I will probably:

a. Meet with the person to review openly our relationship in establishing goals for behavioral change and treat the evaluation as a shared responsibility.

b. Meet with the person informally and as a friend to share my reactions to his behavior and encourage him to ask questions about a change in his behavior.

c. Evaluate his behavior for him on the basis of reports. Compare him with others whom I have assisted. Consider probationary requirements and tell him ways in which he can make improvements.

d. Encourage the person to assess his own behavior and identify ways for change as he thinks necessary. Try to stimulate personal commitment and self-confidence on his part.

e. Develop a rather casual relationship with him, inform him of the probationary requirements, and make a recommendation based upon the expected behavior of staff in the district.

Most Similar 9 8 7 6 5 4 3 2 1 0 Least Similar

7. An aide has recently been referred to me for assistance by the principal. His behavior in the classroom has been marked by numerous child-like responses, and both his fellow aides and teachers have talked to the principal about him. The aide was not told he had to see me, but it was suggested to him that he might want to talk to me about his behavior. To help this person change his present behavior, I will probably:

a. Encourage him to identify with a teacher or an aide whom he respects and who demonstrates acceptable behavior.

b. Clearly state a single course of action for him and the consequences for not following that course.

c. Assure that he has a choice between various courses of action and is able to explore these actions before making a decision.

d. Clarify the need and direction for a change in behavior, but leave the decision to change or not change up to him.

e. Assure that he has total freedom from other's influence in choosing a course of action and has the support of others once he chooses.

Most Similar 9 8 7 6 5 4 3 2 1 0 Least Similar

8. In establishing a new planning program with an administrator, I discover that my personal negative feelings toward this individual are interfering with my ability to work with him effectively. I will probably:

a. Talk to other staff about their feelings toward this person, and if my feelings are supported, tell some influential school patrons about my feelings and what he is doing to hinder our task.

b. Openly express my feelings to the school patrons as to what I think they should do to help the situation.

c. Openly express my feelings and encourage him to do the same so that personal feelings between us can be clarified.

d. Try to better understand his actions and try to overcome my own negative feelings.

e. Avoid contacts with any school patrons and discuss only necessary agenda with him.

Most ____ Least
Similar 9 8 7 6 5 4 3 2 1 0 Similar

9. As a result of my not recommending a particular teaching assignment desired by one of the members of my department, I am presently being criticized and challenged to attend a meeting to discuss my position. In this meeting, I am likely to:

a. React more to the way he sees the issue than the fact that he is challenging me. Try to re-evaluate his proposal in view of the two positions we are now taking.

b. Be concerned about my relationship with the school administration and inquire about their respect for my judgment.

c. Discuss and push my position, even if it ultimately means reminding the teacher of my authority in such assignments.

d. Be concerned, but avoid arguing my position and assist the teacher in clarifying his ideas and opinions about the assignment.

e. Simply remind him that I have made the decision and explain the basis of my decision rather than becoming involved in an argument.

Most Similar 9 8 7 6 5 4 3 2 1 0 Least Similar

10. The members of my department and our outside consultants are in disagreement about the type of programs to be implemented. Their personal dispute is affecting the other faculty members. I have decided to meet with them to discuss the situation. In this meeting, I will probably:

a. Remain neutral or stay out of the argument.

b. Try to smooth over the feelings and keep the staff working together.

c. Try to dismiss the conflict and present my views on the disagreement.

d. Use my position to encourage them to arrive at an equitable solution to the problem.

e. Try to create a situation so the two groups can identify reasons for their conflict and explore means to achieve the goals of the district.

Most Similar 9 8 7 6 5 4 3 2 1 0 Least Similar

INTERVENTION STYLE SURVEY
PROFILE SHEET

Directions: Copy your responses from the items onto this sheet. Be sure to note that the order of the letters (a, b, c, d, e) varies for each item. Place the scale value you assigned to the letter "a" on item 1, for example, above the letter "a" on this sheet. Then do the same for all other letters.

ITEM					
1.	______ e	______ a	______ d	______ c	______ b
2.	______ c	______ a	______ d	______ b	______ e
3.	______ e	______ a	______ d	______ c	______ b
4.	______ e	______ a	______ d	______ c	______ b
5.	______ d	______ c	______ e	______ b	______ a
6.	______ b	______ e	______ a	______ d	______ c
7.	______ a	______ d	______ c	______ e	______ b
8.	______ a	______ e	______ c	______ d	______ b
9.	______ b	______ e	______ a	______ d	______ c
10.	______ d	______ a	______ e	______ b	______ c
Sums	______	______	______	______	______

Sum your scores for each column. Select your highest total. Score and make an analysis of the items you selected in terms of your perceptions of your role in the intervention process.

Possible elements to be considered in your analysis:

(1) Can you identify a pattern of behavior?
(2) Is it possible to locate yourself on a broad interaction continuum?
(3) Could you prescribe a self-improvement program from this analysis?
(4) What resource help could you use for the improvement plan?

1. Describe in writing your "intervention style."

2. What do you think are the effects of your intervention style on other people?

3. Do you wish to develop any different intervention styles for some situations? Why?

4. If you were in the "yes" category on the last question, write below what you would like to do differently in specific kinds of situations.

EVALUATION

1. State your values about good teaching to a colleague until he is able to paraphrase them to your satisfaction.

2. Can you categorize your intervention style at any time during a meeting? Ask a friend to assist.

3. Write a description of your "ideal" helping relationship.

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT I

WRITING AS COMMUNICATION

Prepared by the CBTP Committee:

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This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

For optimum results this unit should be used in conjunction with and according to the directions in the Competency Based Training Program Guide.

UNIT I

WRITING AS COMMUNICATION*

OBJECTIVES

You will:

1. communicate written ideas, proposals, and directives in clear language by incorporating the concept of *persona* in your writing.
2. demonstrate awareness of accountability in written communiques.

INTRODUCTION

A significant proportion of many educators' time is spent in communicating to others in writing. Whether these communiques consist of individual letters to private citizens, directives to staff or faculty, memborandums to colleagues, or information to parent and other community groups, they represent not only the individual administrator or department, but also the institution or system. In addition, these communications transmit much more than information. They express attitudes, stances, and values of which the writer may be unaware. Finally, as the concept of accountability becomes more meaningful to those in the education profession and begins to permeate various layers of the educational fiber, its applicability to written communications becomes apparent. Accountability as reflected in written communication consists of the writer's knowledge of the attitudes and values his writing expresses and his ability to choose and manage those elements of language which best produce the message, explicitly and implicitly, he intends to send.

Consequently, the purpose of this unit is to familiarize you with the elements of language and style particularly that of *persona* which will enable you to express written ideas more clearly and effectively. You will be asked to apply the principles of persona and accountability both in practice exercises and in your own individual situation.

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*This unit is adapted from Champagne and Morgan.

EXERCISE I

1. Read the following:

Persona is a Latin word meaning mask referring to the Latin and Greek theatrical convention by which special types of characters were recognized according to the masks they wore. In writing, *persona* means the character or personality a writer assumes as distinguished from his real or actual self. Whether he intends to or not, every writer assumes some kind of persona. There are, however, certain writing techniques and language constructions which produce certain effects and different kinds of personae.

Walker Gibson suggests that all writing is an adjustment of compromise among three ways of presenting oneself to an audience: the "tough" style of writers like Hemingway, the "sweet talk" of advertising, the "stuffiness" of official rhetoric, and the jargon of academic specialization. Of these, stuffiness seems to be the onus of our age. According to Gibson, "The major fault in modern prose generally is stuffiness." He continues, "The reason it gets in the way, I submit, is that the writer is scared. If this is an age of anxiety, one way to react to our anxiety is to withdraw into omniscient and multisyllabic detachment where nobody can get us."

Stuffiness can be defined as official prose, specialized jargon, or any "language whose voice speaks for an organization rather than for an individual." Take for example the following quotation from the Surgeon General's Report on Smoking and Health:

> Cigarette smoking is causally related to lung cancer in men; the magnitude of the effect of cigarette smoking far outweighs all other factors. The data for women, though less extensive, point in the same direction.
>
> The risk of developing lung cancer increases with the duration of smoking and the number of cigarettes smoked per day, and is diminished by discontinuing smoking.
>
> The risk of developing cancer of the lung for the combined group of pipe smokers, cigar smokers, and pipe and cigar smokers is greater than for nonsmokers, but much less than for cigarette smokers.
>
> The data are insufficient to warrant a conclusion for each group individually.

Notice the number of passive verbs and abstract nouns which result in the writer's refusal to assume personal responsibility for what is said. The disembodied, impersonal voice hardly seems effective in trying to get people to stop smoking.

In the following revision, the tone remains serious, but it is in more direct contact with the reader. The writer's responsibility is made explicit, and the smoker's involvement in the situation is encouraged.

> Cigarette smoking is the major cause of lung cancer in men, and probably in women too.
>
> The longer one smokes, and the more cigarettes one smokes per day, the greater the chance of developing lung cancer. This risk is reduced when one stops smoking.
>
> People who smoke pipes or cigars, or both, also risk cancer, but to a lesser degree than cigarette smokers. We cannot say exactly what the risk is for each of these groups.

2. Read several examples of Dear Abby letters. Choose one letter and try to imagine the person who wrote it, based on your perception. Then, answer the following:

a. What kind of person is being introduced to you through the words, not necessarily the content? ______________________________

____

____

b. On what specifics did you base your inferences?______________

____

____

____

c. Include your Dear Abby example(s) with this exercise.

3. Select a communication generated from your particular site (county, school, or department) which might be regarded as "stuffy." Rewrite your selection in more direct language, keeping the tone the same. Attach the communication and your re-write to this exercise.

EXERCISE 2

1. Read the following:

In addition to the persona or voice, two other elements in writing which determine what messages are sent are the audience and the subject. The relationship among these elements can be identified according to tone and distance. At one extreme is the "ad man" who decreases the distance between his readers and himself by giving the impression that he is talking directly to the reader. At the other extreme is the scholar, who by relying on "learned" vocabulary, relatively long, complex sentence structures, and few references to the reader, creates a greater distance. At the same time, the writer's relationship to his subject reveals a distinct tone and distance. Expressions of attitude heavily laden with honorific or prejorative language often reflect back to the writer's feelings, but say little about close concrete observation.

Because these three elements (persona, audience, and subject) must be experienced in order to be internalized, the following activities are designed as practice in approaching writing from this stance.

2. Whom do you trust? Read the excerpt which follows, keeping in mind their purposes, their audiences, and their attitudes toward the subject. Determine, if you can, when you are reacting to content and when you are reacting to the language.

The following questions may help:

a. Who is talking in this writing? Who is being introduced?

b. Who are we expected to be as we read sympathetically?

c. How believable is the persona in each of these selections?

d. On what criteria did you base your conclusions?

WHOM DO YOU TRUST?

I am Commander Lloyd Mark Bucher, Captain of the U.S.S. Pueblo, belonging to the Pacific Fleet, U. S. Navy, who was captured while carrying out espionage activities after intruding deep into the territorial waters of the Democratic People's Republic of Korea . . . .

My ship had conducted espionage activities on a number of occasions for the purpose of detecting the territorial waters of the Socialist countries. Through such espionage activities, my ship detected the military installations set up along the coasts of the Socialist countries and submitted the materials to the U. S. Central Intelligence Agency.

Recently, we were given another important mission by the U. S. Central Intelligence Agency--that is, to detect the areas along the far east of the Soviet Union and the Democratic People's Republic of Korea. The U. S. Central Intelligence Agency promised me that if this task would be done successfully, a lot of dollars would be offered to the whole crew members of my ship and particularly I myself would be honored . . . .

My crime committed by me and my men is entirely indelible. I and my crew have perpetrated such a grave criminal act, but our parents and wives and children at home are anxiously waiting for us to return home in safety. Therefore, we only hope, and it is the greatest desire of myself and all my crew, that we will be forgiven leniently by the Government of the Democratic People's Republic of Korea.

3. The statement attributed to Commander Lloyd M. Bucher by North Korean Communist propagandists is a travesty on the facts. The style and wording of the document provide unmistakable evidence in themselves that this was not written or prepared by any American.

The major point which this propaganda utterance attempts to make is that the Pueblo had violated North Korean territorial waters and was, in fact, violating these territorial waters when the North Korean patrol craft appeared. This is absolutely untrue.

(There follow two paragraphs asserting that the Pueblo's own report of her position at the time of capture, as well as North Korean radar reports to which we apparently have access, agreed that the Pueblo was outside the 12 mile limit defining territorial waters.)

Typical of this propaganda sham is the suggestion that the Central Intelligence Agency had promised Commander Bucher and his crew "a lot of dollars" for their mission. Commander Bucher is a naval officer commanding a naval ship and performing a naval mission. He is not employed by the Central Intelligence Agency and has been promised nothing by the Central Intelligence Agency; nor was any member of his crew.

The entire world learned during the Korean War of the tactics and techniques of Communist propaganda and of North Korean exploitation of men it held captive. This fabrication is but another example. No credence should be given this contrived statement.

Questions:

a. Who's talking? Who is being introduced?

b. Who are we expected to be as we read sympathetically?

c. How were the words chosen and arranged in order to make these effects possible without physical voice, or gesture, or facial expression?

EXERCISE 3

The preceding activities have given you practice and experience in determining some of the messages that writing can transmit, other than those originally intended. The following activities represent opportunities to practice identifying your audience, your real attitude toward the subject, and the type of persona you wish to assume. Since readers are the best judge of what actually has been communicated, use your colleagues as resources in giving you feedback on whether or not you succeeded in projecting the kinds of messages you intended.

1. Write a memo containing essentially the same basic information or instructions to a parent group, a school faculty, and your superintendent. Attach these memos to your unit.

2. Read the following:

In your position as department chairman you have received the following letter:

Dear ________________:

I noticed in yesterday's Daily News that Mr. X wrote a terrible letter to the editor. He criticized our excellent President, Mr. Ford, and insinuated that he was corrupt.

If Mr. X thinks our President and this country of freedom are not good enough for him, why doesn't he go to China, where he belongs.

Anyway, I think it is terrible to have such a man as this teaching our young children and passing on his leftist ideas to them. I have two children in Mr. X's tenth grade class and how can they learn respect for our wonderful country if dangerous people like Mr. X teach them opposite things and write letters to newspapers complaining about the leader of our country.

Please look into this matter. I'll be in to talk with you.

Sincerely,

Lee Sims
(a parent)

3. Write a reply to this letter. Write a note to the teacher involved informing him of the situation; write a note to your principal who also received a copy of the letter. Determine beforehand what persona you wish to assume, based on the three different audiences to whom you will be writing. Attach your copies of these communications.

Ask your colleagues to critique the communications you have written. Ask them to concentrate their critique on the three elements of persona, audience and subject which have been dealt with in this unit.

EVALUATION

1. Do the critiques you receive agree with your intent?

____

____

2. Critique three written products you produced for others' reading in the last week. Critique them in the same manner you asked from your colleagues.

3. Ask a sample of the audience (for these three written samples) questions which allow you to find out how the written messages were received.

____

4. What remains to be done in improving your written communications?

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT J

INTERVIEWING PROSPECTIVE PERSONNEL

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UNIT J

INTERVIEWING PROSPECTIVE PERSONNEL

OBJECTIVES

You will:

1. understand the role of the department chairperson in an employment interview.
2. devise an interview strategy for selecting the best possible candidate.
3. identify specific personnel qualities required for your department.

INTRODUCTION

Department chairpersons can make important contributions to their system's personnel programs. When the need for new staff is determined and applicants are invited for interviews, chairpersons should play a major role helping administrators select the best possible candidate for each position.

An effective department chairperson knows his system, his school, and his curriculum thoroughly. With this fund of background information, he can assess the potential suitability of applicants for employment in his system.

The department chairperson can be active in the employment interview in many ways. His principal might ask him to describe the exact nature of a position and relate it to the total program of the department and the school. Obviously, a department chairperson's greatest contribution would come from his specialized knowledge of his subject.

Prior to the interview, the department chairperson and administrator should review a candidate's professional background and employment qualifications. He should ascertain from the administrator what his specific purpose in the interview will be. For example, is the department head to merely observe, become actively involved, or lead the interview?

During the interview, the department chairperson and the administrator should compliment each other's questions and remarks to a candidate. For example, an administrator might ask the chairperson to inquire of a candidate how a particular topic might be presented or how the candidate might handle a particular class situation. A master teacher like the department chairperson, who is thoroughly familiar with his curriculum may be best able to evaluate responses to questions of the above nature.

Following an interview, the chairperson and the administrator should discuss the candidate and, if possible, they should reach a joint decision concerning his suitability.

It should be remembered, too, that in the event a candidate is employed, his inadequacies during his probationary period become the responsibility of the interviewers. All parties have an obligation to see that a candidate reaches his potential.

EXERCISE 1

1. Your principal has asked you to conduct an interview with a new teacher. In column A, list the personal traits you consider most important in a new teacher. In column B, tell how you will discover these traits in a candidate.

A	B
1. ______________________	1. ______________________
______________________	______________________
______________________	______________________
	______________________
	______________________

2.

3.

2.

3.

2. Discuss your list with a colleague doing this exercise. Where do you agree? Where do you disagree? Revise your list.

EXERCISE 2

1. What teaching knowledge or skill do you consider to be of most worth in your specific department? Devise a list of three questions that would determine whether or not a candidate had that knowledge or skill.

a. ____________________

b. ____________________

c. ____________________

2. Ask these questions to someone in your department. Did the answers tell you what you wanted to know?

____

____

____

____

____

EXERCISE 3

Pick any course in your department. Assume you have been asked to relate the goals of this course to the goals of the department or the school. Provide a brief and simple explanation for the candidate.

____

____

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____

EVALUATION (Don't Throw Stones)

You were once a candidate for a teaching position. How would you have felt if you had been asked the questions you just prepared in Exercises one and two?

How do you as a department chairperson candidate measure up to these questions that you would ask of others?

Note: After you have completed this unit, you may wish to ask your principal if it would be possible for you to "sit in" on an interview of a prospective department member.

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT K

NEW TEACHER ORIENTATION

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UNIT K

NEW TEACHER ORIENTATION

OBJECTIVES

You will:

1. understand the role of the department chairperson in the orientation process.
2. design an orientation program for new members in your department.
3. relate the school orientation program to the departmental orientation.

INTRODUCTION

The department chairperson's job is just beginning once the employment interview has terminated and the candidate accepted. The chairperson's job is crucial in helping new teachers over his first frustrating months. His expertise as a master teacher as well as his self-assurance can help impart a sense of security and a calming attitude to the new teacher.

With the orientation of new teachers approaching, the chairperson may have as much as a few months or as little as a few days to help prepare newcomers for their duties. He must realize that if he waits until the opening of school or until the work days preceeding the opening of school, that both his classes and the new teacher may suffer from insufficient preparation.

EXERCISE 1

1. Read the following article from Michael Callahan's The Effective School Department Head.

What might an administrator ask his department heads to do to assist in orienting newly-employed teachers? An effective school department head begins the work very soon after the new teacher's contract has been ratified by the district board of trustees. A good first step is a letter sent by the chairman to the newcomer, containing the chairman's welcome, his assurances that the department is looking forward to knowing and working with the new man, and his offer of help in finding suitable housing, etc., in the new community. A personal gesture such as this can do much to encourage a new teacher and to make him feel that the coming process of readjustment will be a pleasant one for him.

In addition, the department head's letter should confirm the exact schedule of classes which the new teacher will be assigned when school opens. The chairman should also ask the new instructor to prepare preliminary lesson plans for these classes during the summer and to have these ready for inspection before the opening of school. Finally, the chairman should certainly include with the letter any materials which would be useful to the new teacher as he prepares for his new assignment. Materials which are appropriate to send at this time include the following:

1. Department courses of study
2. School or departmental policy statements relative to student grouping, grading, discipline, etc.
3. Lists of books and readily available instructional resources such as records, tapes, filmstrips, slides, models, etc., within the school or department

A beginning teacher must receive these during the spring or early summer if they are to be useful to him in preparing for his coming assignment. If they are presented to him in one large and undigestible package on the day before his classes begin, he will have no opportunity to give them the careful examination which they require.

During the summer, the department head should keep the new teacher informed of any facts which affect his assignment or the preparation of his lesson plans. There should be no unpleasant surprises awaiting the newcomer when he reports for duty in the fall!

The department head should also be directed to meet with his new teachers before the opening of school in the fall, to review their proposed lesson plans and to answer any final questions which they have about the district, the school, or their own individual situations. The author knows from experience that these queries may cover topics ranging from attendance procedures within the school to the availability of health insurance or even the quality of food in the school cafeteria! An effective department head recognizes that he performs a valuable service for his school by inviting and answering questions of such nature. The teacher with unresolved problems is not as good a teacher as he might be, and sometimes the most innocuous query may be a prelude to a serious discussion. Administrators should understand that new teachers are often hesitant to bring their personal questions to them, and so department heads must be alerted to their responsibilities in this rather delicate area of teacher orientation.

During the initial series of meetings in the fall, the chairman should also be guided to look for ways in which he can assure the new teacher that he is a valued addition to the school and department. One policy which the author has found quite effective and therefore recommends is that new teachers be allowed first choice among instructional materials available to instructors in a department. A new teacher recognizes that he is an important member of the team when he sees that he is not assigned leftover books, for example, and that even the most senior members of the department (always including the chairman himself) will adjust their own preferences to suit his plans. From this, he experiences a sense of worth which disposes him to do his best to live up to the high expectations that his colleagues have of him.

The orientation process is not completed with the opening of school. Throughout the year, chairmen should be asked to meet periodically with their new teachers, to discuss school and departmental policies and practices. Some of the items to be considered at these meetings might be suggested by school or district administrators, to supplement the information which they present in their own orientation programs. Other topics could come from experienced members of the department, who should be invited to join the meetings as resource persons, or from teachers in the department who were newcomers themselves only a year or two earlier. Of course, additional subjects to discuss should be suggested by the new teachers themselves; the effective department head invites and welcomes such cooperative participation.

2. You are writing to a new person in your department. In addition to the items Callahan suggests be included, what items from your school should be included?

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

3. Do you agree with Callahan's rationale that new teachers should be allowed first choice of instructional materials? Talk with other members of your department. How do they feel about this?

____

____

____

EXERCISE 2

Find out how your school orients its new faculty. Is the job being done adequately? As department chairperson, what additional information and activities can you add particular to new members of your department?

EVALUATION

1. Based on the above information, outline a plan for a half day orientation workshop.

2. Critique this plan with a colleague.

3. Submit this plan to your principal as a suggestion for next year's orientation.

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT L

THE MASTER SCHEDULE

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UNIT L

THE MASTER SCHEDULE

OBJECTIVES

You will:

1. become familiar with the types of schedules that are used in the Anne Arundel County School System.
2. be able to identify the type of schedule that is utlized in your school.
3. be able to determine what types of information are found on the master schedule.

INTRODUCTION

The master schedule is the foundation of the secondary school. As the blueprint, the master schedule provides a vast amount of information about the school. The master schedule will reveal a school's rationale concerning grouping, class size, and the breadth and depth of the curriculum. In summary, the master schedule represents the best efforts of the principal and his staff in bringing teachers, physical facilities, students, time and materials together for the greatest possible effectiveness in providing an educational program.

An effective department chairperson should be familiar with the type of scheduling that is used in his school. There are several types of schedules that are used in Anne Arundel County: block scheduling, flexible scheduling, and variable or modular scheduling.

Block Scheduling

The schedule most frequently used is the *block schedule*. The block schedule involves assigning a specific class to the same time period each day for a set period of time. Students may be scheduled into these classes homogeneously or heterogeneously. A typical seventh grade section that is block scheduled may look like the following example:

Section 7-1

Period	Mon.	Tues.	Wed.	Thur.	Fri.
1st	Art	Art	Art	Art	Art
2nd	Sci	Sci	Sci	Sci	Sci
3rd	So. St	So. St	So. St	So. St	So. St
4th	Math	Math	Math	Math	Math
5th	Eng	Eng	Eng	Eng	Eng
6th	I.A.	P.E.	I.A.	P.E.	I.A.

The type of teaching that takes place can range from the traditional to individualized instruction depending on the school's staff and philosophy. Block scheduling can be done on a larger scale whereby 125-150 students are assigned a specific subject at a specific time to three or more teachers. Further scheduling of students is then accomplished by that team of teachers. Again, scheduling can be done by homogeneous or heterogeneous grouping.

The block schedule can be found on the high school level as well. Normally, the classes are locked into a specific time slot each day for the duration of the course, be it a full year or a semester. Most high schools allow the students to choose the time slots for their classes. The new open-space secondary schools will allow more flexibility to block by large groups.

Flexible Scheduling

The *flexible schedule* can be defined as a modification of the block schedule. The use of double periods of time for particular classes such as science, or the addition of rotating periods may be aspects of a flexible schedule. Educators tend to use this term when referring to any change or deviation from the block schedule.

A typical seventh grade section that has a flexible schedule may look like the following example:

Section 7-1

Period	Mon.	Tues.	Wed.	Thur.	Fri.
1st	Art	Art	Art	Art	Art
2nd	Sci	So.St	Sci	So.St	Sci
3rd	↓	Math	↓	Math	↓
4th	So.St	Eng	So.St	Eng	So.St
5th	Math	P.E.	Math	P.E.	Math
6th	Eng	↓	Eng	↓	Eng

Variable Scheduling

The *variable* or *modular schedule* allows for more flexibility in student programs. A modular schedule enables the administrator to schedule classes for different lengths of time. English may be two modules long, while chemistry or physical education may be three or four modules long. Some common characteristics of the modular schedule are:

a. There is no standard length for all periods.

b. Students may not be in formal class arrangements for all their weekly learning experiences.

c. A student's schedule may not repeat itself every day as in the block schedule.

d. Teachers may meet students in both formal and informal groupings.

Several seventh grade classes with modular schedules may have a schedule which looks like the following:

Modules	1	2	3	4	5	6	7	8	9	10	11	12	13	14
7-1	Eng		Math		Science			P.E.			So.St		Art	
7-2	Art		So.St		Math		Science			Eng		P.E.		
7-3	Math		Science			So.St		Art		P.E.			Eng	

Most high schools have the individualized type of schedule. In this situation a student is allowed to choose subjects or courses that he feels are of importance or interest to him. (This, of course, is restricted somewhat to credits needed for graduation.) Individualized scheduling can be accomplished in just about any school setting whether it be traditional or open space. An individualized program can be utilized with any type of master schedule, whether it be block, flexible, or variable.

EXERCISE I

Every school has some type of master schedule that is displayed in one or both of the following ways: (1) exhibited on a pegboard or magnetic board, and/or (2) written on paper, possibly broken down by departments.

Examine the master schedule for your school. Consult with an administrator for an explanation and rationale of the master schedule. Once you have gained an understanding of the master schedule, answer the following question:

What type of master schedule does your school have? (block, flexible, variable, mixture, etc.) Be sure to mention the characteristics found with each type of scheduling to justify your answer.

EXERCISE 2

The master schedule can tell the observer many things about the school. Can you list or name the types of information that can be found on a master schedule? Use your school's master schedule as an example.

EXERCISE 3

When you have compiled your list for Exercise 2, check with your principal to see if you have omitted any information. If so, include the omissions below.

EXERCISE 4 (Optional)

Team with someone from another school. Compare master schedules. Identify the type of master schedule used by the other school. List how it is alike or different from your school's master schedule.

EVALUATION

Review the different types of schedules described in this unit. From the knowledge you have gained, list some of the advantages and disadvantages of the three.

1. Block Scheduling

2. Flexible Scheduling

3. Modular Variable Scheduling

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT M

THE DEPARTMENT SCHEDULE

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UNIT M

THE DEPARTMENT SCHEDULE

OBJECTIVES

You will:

1. be able to determine the room needs of a department.
2. be able to construct a department schedule.
3. be able to estimate the number of teachers needed for a department.

INTRODUCTION

It is still typical in many schools for a classroom to belong to a particular teacher. When there was little growth in student population and adequate space was available to accommodate this growth, little attention was paid to room utilization. With the rapid expansion of the student population and the demand for school dollars to go further, classroom utilization has come under close scrutiny. With the increase of students came the increase of teachers. Many schools today have a situation where there are fewer classrooms than teachers. Under these conditions other arrangements must be made to accommodate the imbalance. How these rooms will be utilized will depend upon the department chairperson and the principal. Consequently, it is necessary that department chairpersons have some idea of how effective classroom utilization can be achieved.

Part of your instructional responsibility may involve the assignment of teachers to classrooms. If your department is faced with more teachers than rooms, the problem arises as to how the available rooms will be assigned. Further problems may arise if some of the rooms allotted to your department are located in less desirable areas of the school. How you are able to handle room assignments may affect the morale of your department.

EXERCISE 1

The determination as to whether or not your department has enough room to accommodate its teachers can be arrived at easily when given the following (simplified) information:

1. Number of periods in a day 6
2. Number of classrooms available 4
3. Number of teachers in dept. 4
4. Teaching periods for dept. chairperson 3
5. Full teacher load per teacher 5

The first step would be to determine how many teaching periods there are in your department. This is accomplished by multiplying teacher load per teacher (5) by the number of teachers teaching a full load (4) plus the number of teaching periods less than the full load of five, such as the department chairperson (3). Sample: (5x4) + 3 = 23

The next step would be to find out how many classrooms are available. This is determined by multiplying the number of classrooms (4) by the number of periods in the school day (6). Sample: 4x6 = 24

As long as the teaching periods in your department (23) is equal or less than the total available classrooms (24), there is little difficulty for the department chairperson and principal to schedule the department.

If the principal requests the department chairperson to submit a tentative room assignment given the information above, your department schedule may look something like the following: (see following page)

Department Schedule

Classrooms	102	103	104	105
Periods 1	A	B	C	D
2	A	B	C	D
3	A	B	C	open
4	A	B	DC	D
5	A	DC	C	D
6	DC	B	C	D

Code: Teachers A B C D
Department Chairperson DC

The department schedule shown above is only one of many combinations that can be arrived at. The department schedule is influenced most by how the master schedule is set up which, in turn, is influenced by student registration.

1. Given the following information, determine if it is possible to construct a workable department schedule:

   a. Number of periods in a day 6
   b. Number of classrooms available 10
   c. Number of teachers in your dept. 11
   d. Teaching periods for department chairperson 4
   e. Full teacher load per teacher 5

Use this space for your computations.

2. Use the space below to construct a department schedule.

3. After completing the above problem, please comment on the following questions. Is it possible to develop a department schedule given the above information? What problems did you encounter in constructing the department schedule?

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Unfortunately, the example and problem found in Exercise I may not be a typical situation in some of our schools. When the teaching periods in a department are more than the total available classrooms, you begin to have scheduling problems, not only for your department, but for the whole school. There are a number of ways that schools have tried to meet this problem. Some of these ways include the utilization of the library, cafeteria, and classrooms from other departments. Team teaching has been used also to effectively utilize space and teachers. Open space buildings have helped to make more effective use of space.

EXERCISE 2

The number of teachers assigned to a specific school is determined by the student population. In turn, the number of teachers assigned to a department is determined by student registration. It is the registration figure which is of most concern to the department chairperson. The number of students who register can influence the size of a department on a yearly basis as well as on a semester basis.

To determine how many teachers are to be allotted to a department, you must have the total number of students that have registered for courses in your department. Given the following (simplified) information you can estimate the number of teachers needed for your department.

Geography	210
U.S. History	280
Civics	210
Maximum class size	35

By dividing the total number of students who registered for each subject area by the maximum class size we are able to get a fast and fairly accurate count of the number of classes needed for each department.

Geography	U.S. History	Civics
$\begin{array}{r} 6 \\ 35\overline{)210} \\ \underline{210} \end{array}$	$\begin{array}{r} 8 \\ 35\overline{)280} \\ \underline{280} \end{array}$	$\begin{array}{r} 6 \\ 35\overline{)210} \\ \underline{210} \end{array}$

Total the number of classes (6 + 8 + 6 = 20), and divide this total by the maximum teaching load (5 periods) 20 ÷ 5 = 4. This will give you the total number of teaching positions needed.

If the administration is able to allocate more than four teachers for your department, this will lower the class size. An example would be the addition of one extra teacher or a total of five teachers. Class size would thus be reduced:

4 teachers x 5 teaching periods = 20 teaching periods
Plus 4 additional teaching periods 4 *
24 total teaching periods

Total students 210 + 280 + 210 = 700 ÷ 24 teaching periods will give you a maximum class size of 29.

If the maximum class size is 29, we could determine the number of teaching positions needed for each subject by computing the following:

Geography	U.S. History	Civics
7	9.6=10	7
29) 210	29) 280	29) 210
203		203

The administration has the responsibility of deciding how many teachers are assigned to your department. Before the principal decides on the needs of each department, he must take into consideration the following:

a. total school population
b. results of student registration
c. recommendations of the department chairpersons
d. teacher allotment per 1000 students
e. strengths and weaknesses of programs

1. Given the following information, you are to determine how many teaching periods are needed for each subject. Assume that all subjects are either one or two semesters in length. Allow at least one additional period for the department chairperson.

---

*The additional period is allotted to the department chairperson.

American Government	168 students
Introduction to Sociology	92 students
Child Psychology	112 students
U.S. History	320 students
Maximum class size	30 students

2. Once you have determined the number of teaching periods, find how many teachers will be needed to cover all class sections.

EXERCISE 3

This exercise will encompass the previous two exercises. You will want to consult these exercises as you do Exercise 3.

1. Given the following information, you will be able to estimate how many classes will be needed for each subject in your department.

World History	318 students
U.S. History	480 students
Introduction to Sociology	120 students
Child Psychology	261 students
Early Americans	100 students
Maximum class size	25 students

2. After completing the above, you will then be able to estimate the number of teaching positions needed. Be sure to allow additional planning time for the department chairperson.

3. You next step is to determine if your department has enough rooms to accommodate its teachers. The data you will need is as follows:

Number of periods in the school day	6
Number of classrooms available	8
Number of teachers in your department	___
Teaching periods for the dept. ch.	___
Full teacher load per teacher	5

From this information, construct a workable department schedule on the following page.

EXERCISE 4

1. This exercise is very similar to Exercise 3. Follow the same steps as you did in Exercise 3 only apply actual figures used to develop your department's schedule. Your finished project would be a department schedule for your school.

2. What problems did you encounter in developing the department schedule? Consider some of the following: teaching specialities, specialization of facilities, time patterns, students' abilities, personnel needs, etc. How does your schedule differ from the department's actual schedule?

EVALUATION

Ask your principal or someone who is knowledgeable in developing department schedules to critically analyze your schedule. From this critical analysis, comment on how this affects or changes your schedule.

After completing Exercise 4, you may have realized that there are many ways to develop a department schedule. The exercise you have just completed is only one way.

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT N

SELECTING, PLANNING, AND EVALUATING MY USE OF TIME

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Mr. Michael Trippett
Mr. Oliver Wittig
Mr. John Matarella, Chairman

Anne Arundel County Public Schools
Annapolis, Maryland 21401

This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

For optimum results this unit should be used in conjunction with and according to the direction in the Competency Based Training Program Guide.

UNIT N

SELECTING, PLANNING, AND EVALUATING MY USE OF TIME*

OBJECTIVES

You will:

1. accurately record your on-job performance on the forms provided in the sequence;
2. determine and assess the performance priorities you set in your use of time;
3. identify reemphasis needed and describe a clear plan for time use consistent with new priorities;
4. implement and evaluate the success of the new plan; and
5. plan, implement, and evaluate further changes to reach new priorities.

INTRODUCTION

Department chairpersons spend their professional time in a broad range of activities. How broad this range is often comes as a surprise. By keeping an accurate record of your behavior for a significant period of time, you will have a better basis upon which to judge whether there are significant changes you wish to make in your operational role.

Of course, we have some priorities we recommend in time use, but we are most interested in your consciously using your time consistently with your expressed values. Part of your decision-making as a result of this activity may also be to change your "values" to be consistent with your time use.

*This unit is adapted from Champagne and Morgan.

EXERCISE 1

Fill in the following chart by estimating the percentages of time you spend in each category of your job.

Chart A.

	CODE	CATEGORY TITLE	EST. % TIME IN THIS CATEGORY
1.	(I.O.T.)	Individual Observation of a teacher or classroom	
2.	(I.T.C.)	Individual Conferencing with a teacher	
3.	(P.G.T.)	Planning with Groups of Teachers or aides	
4.	(M.T.)	Model Teaching or assisting with teaching	
5.	(W)	Writing memos or reports	
6.	(R.K.)	Record Keeping	
7.	(T)	Telephone calls	
8.	(P.P.)	Personal Planning by myself	
9.	(M.A.P.)	Meeting with Area personnel (other than teachers or aides)	
10.	(D.M.)	Distributing Materials	
11.	(T.C.)	Teaching your own classes	
12.	(O)	Other - break this category into specific sub-categories	

EXERCISE 2

Chart I which follows has been designed to record the actual activities in which the department chairperson has been engaged. The chart should be completed by placing a check mark in the appropriate column (i.e., planned, unplanned; self-initiated, or initiated by others). There are two exceptions to the general format. These exceptions are in columns 11 and 12. Column 11 should contain a number, and column 12 should include the appropriate letter(s). The system that has been developed to code responses can be found on Chart A (Exercise 1). Chart I should be used for ten consecutive days. (Xerox additional copies as needed.) At the end of the tenth day, the forms should be tallied and analyzed. (See later exercises.)

Chart 1

	1	2	3	4	5	6	7	8	9	10	11	12
	Planned	Unplanned	Initiated by self	Initiated by other(s)	Task completed	Task not completed	Task interrupted before completed	Task not interrupted before completed	Project related	Non-project related	% of people participating	Code (See Chart B)
8:00-8:15												
8:16-8:30												
8:31-8:45												
8:46-9:00												
9:01-9:15												
9:16-9:30												
9:31-9:45												
9:46-10:00												
10:01-10:15												
10:16-10:30												
10:31-10:45												
10:46-11:00												
11:01-11:15												
11:16-11:30												
11:31-11:45												
11:46-12:00												
12:01-12:15												
12:16-12:30												
12:31-12:45												
12:46-1:00												
1:01-1:15												
1:16-1:30												
1:31-1:45												
1:46-2:00												
2:01-2:15												
2:16-2:30												
2:31-2:45												
2:46-3:00												
3:01-3:15												
3:16-3:30												
3:31-3:45												
3:46-4:00												
After 4:00												

EXERCISE 3

1. This activity asks you to sum the total number of quarter hours, recorded on Chart 1, spent in each category of behavior. You will change these quarter hours into a percentage of the total time you charted.

Chart B

NOTE: Chart B would be similar to Chart A. It would have an additional column that requests the total number of quarter hours in a particular category over a ten day period.

CATEGORY TITLE AND CODE			TOTAL NO. OF 1/4 HRS. IN THIS CATEGORY OVER 10 DAYS	APPROX. % OF TIME IN EACH CATEGORY
1.	(I.O.T.)	Individual Observation of a teacher or classroom		
2.	(I.C.T.)	Individual Conferencing with a teacher		
3.	(P.G.T.)	Planning with Groups of Teachers or Aides		
4.	(M.T.)	Modeling, Teaching or assisting with teaching		
5.	(W)	Writing memors or reports		
6.	(K.R.)	Keeping records		
7.	(T)	Telephone calls		
8.	(P.P.)	Personal planning by myself		
9.	(M.S.P.)	Meeting with district personnel		
10.	(D.C.M.)	Design and construction of materials		
11.	(S.T.)	Site traveling		
12.	(P.I.T.T.)	Planning in-service training with teachers and aides		
13.	(C.I.T.T.)	Conducting in-service training with teachers and aides		
14.	(D.M.)	Distributing materials		
15.	(O)	Other - break this category into specific sub-categories		
		Total number of 1/4 hrs. recorded		

2. The following questions will help you analyze the data you collected.

a. What significant differences do you see between your estimate and what actually happened over the ten days?

b. Group Items 1-4 on the chart and get a total % of your time in direct helping activities with teachers.

c. Group Items 5-9 on the chart and get a total % of your time in general office and maintenance work.

d. Is there a significant % of category 12 items?

e. How much do you trust the data you have recorded over these ten days? (Is it representative or special? How often do special days occur?)

f. What % of time were your activities planned and unplanned? Do you wish to change this %?

g. What % of your activities were self-initiated and what % other initiated?

h. What % of your tasks were completed and what % uncompleted? Why?

i. What % of your tasks were interrupted before completion? Do you want to change this %?

EVALUATION

Identify the changes you would like to make in the emphasis your job is receiving. What are they? Why do you wish to make these changes? How will you begin making these changes?

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT O

DEPARTMENTAL FUNDS AND EXPENDITURES

Prepared by the CBTP Committee:

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Anne Arundel County Public Schools
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UNIT O

DEPARTMENTAL FUNDS AND EXPENDITURES

OBJECTIVES

You will:

1. be able to describe the differences between budget requests and requisition procedures.
2. be able to complete a requisition form for your department.
3. be able to describe a simple method of record keeping for departmental accounts.
4. be able to describe the differences between MOI (materials of instruction) and equipment purchases.
5. be able to interpret a transfer authorization.

INTRODUCTION

As a department chairperson it will be necessary for you to carry out activities that seem to be non-instructional in nature, yet they have a direct impact on the department's program. One such activity is the acquisition of instructional materials and equipment. Regardless of how competent a teacher is, job efficiency is affected by the adequacy of the supplies designed to increase the knowledge of the participant in the areas of school budgeting and material acquisition.

EXERCISE 1

1. Read the following selection on the budget process:

The Budget Process

A school system budget is no more than its educational plan expressed in financial terms. On the school level the budget activity involves planning the educational program and translating that plan into financial terms.

The financial plan or *budget request* includes requests for personnel, materials, equipment, and services that the school feels are necessary to put its educational plans into effect.

The *budget request* information is combined with other schools' budget requests to produce the budget request for the entire school system. As you might imagine, the first compilations of the school system budget usually exceeds (sometimes by a large margin) the amount of money the county government could possibly raise. For this reason the process of developing a school system budget includes several steps of *budget review* if requests are to be kept in line with what is possible and what is affordable.

The first step *budget review* occurs when the school principal consults with his department chairpersons to make sure that requests are reasonable and balanced within the school.

Each school's budget is then forwarded to the Area Office where it is reviewed in light of area needs and priorities. From the Area Office the budget is sent to the superintendent and then passed along to the school board which makes its recommendations to the county executive. The county executive studies the school budget requests in consideration with other needs of the county and makes his recommendations to the county council which has the final word on the total county budget.

Each of the monitoring steps described above require much time and study. Each step also requires a recording of priorities on each level. For example, the school board's first priority may be an increase of money for instructional materials. The county executive must consider this priority with the priorities of the police department, the fire department, the recreation department, etc., and his first priority may end up being a new piece of fire equipment or a manpower increase in the police department.

2. Examine the attached Budget Request Form. This form facilitates the process of communicating budget requests of schools and offices to the appropriate administrative and supervisory personnel in the school system. In the fall of each year, schools and offices request that specific numbers of personnel and amounts of other resources be made available to implement that school's or office's next year's program. A form for each department in a secondary school is completed each year. Normally school departments only complete items 140, 126, 207, 237, 217, 224, 309, 311, 318, and 399.

Budget Request Form
School or Location Programs

2010/2 (Rev. 6/74)

[illegible]tion (Col 1 – 5)

Program (Col 32 – 35)

(Col 37 – 39) **Positions** **PROFESSIONAL: (Full Time Staff)**	**REQUEST** (Col 41 – 44) (Right Justify)
111 Associate/Assistant Superintendent	
102 Administrative Assistant	
116 Directors	
119 Coordinators	
131 Principals	
107 Assistant Principals	
Teaching Staff	
125 Interns	
140 Regular Teachers	
126 Instructional Aides	
No. of Teacher Positions Held:	▨
114 Guidance Counselors	
159 Other *(Specify)*	
Total Professional Staff	
176 Secretaries & Clerks	
199 Other *(Specify)*	
Total Staff	

(Col 37 – 39) **Salaries & Wages** **PROFESSIONAL: (Part Time Staff)**	**REQUEST** (Col 49 – 57) (Right Justify)
141 Part Time Teachers *(Dollar Amount)*	
198 Other *(Specify)*	
Total Salaries and Wages	

Contracted Services	▨
207 Consultant Fees *(Specify how the amount requested is to be used)*	
	▨

(Col. 37 – 39) **Contracted Services (con't.)**	**REQUEST** (Col. 49 – 57) (Right Justify)
	▨
237 Workshop *(Please give the following information:)*	
Purposes of Workshop	▨
Number of Teachers / Dates of Workshop	▨
Payment and/or Credit	▨
217 Machine Rental *(List Machines)*	
	▨
224 Repair of Equipment	
299 Other *(Specify)*	
	▨
Total Contracted Services	

Supplies & Materials	▨
309 Library Books & Visual Aids	
311 Materials of Instruction *(Include Textbooks)*	
318 Office Supplies **(Central Office Use ONLY)**	
399 Workshop Materials of Instruction	
Total Supplies and Materials	

SAMPLE

Using information that you can gather about next year's tentative program in your department, fill out the form provided in this packet. Then discuss your completed form with an administrator and/or a current department chairperson.

EXERCISE 2

1. Read the explanation of the allocation procedure.

The Allocation Process

Once the budget has been amended and approved by the county council, it is returned to the Board of Education. Based on the money approved, the various departments within the school system are allocated funds. These funds are handed down through the system until they reach the department level. It is at this point that department personnel usually discover that not enough money is available for prior budget requests. For example, your department may have requested a 16-mm projector costing $500, but the amount allocated for equipment this year may only be $300. You are then faced with a decision. You may decide to raise the additional $200 from other sources (e.g., transfer from M01) or you may decide to buy two film strip projectors that cost $150 each--the amount you were allocated.

2. Examine the following chart. It is an example of school and departmental allotments. Answer the following questions:

a. Locate your school and your department. How much have you been allocated?____________________

b. What program area appears to be the most costly?________________ Speculate why this is true.____

____

____

SECONDARY SCHOOL PROGRAM A[illegible]TMENTS June 30, 1974

Schools	Art	Eng.	For. Lang.	Guid.	Ind. Arts	Math	Media	Music	Phys. Ed.	Sci.	Soc. Stud.	Spec. Ed.	Voc.* Ed.	Sch. Office	Inci-dental
Andover	1800	2660	795.00	1100.00	1800	2100	13772.50	720	2310	6160	3410	360	2800	3731.00	500
Annapolis Jr.	4800	4332	689.00	1375.00	4200	5640	21875.00	2160	3300	15664	5828	1800	300	5630.00	500
Annapolis Sr.	2400	3952	1643.00	1100.00	1740	3000	18261.25	1080	1980	8976	4960	1080	2800	4354.00	500
Arnold Middle	2040	1368	265.00	550.00	1800	2160	8960.00	1440	1320	6336	2232	1080	300	2500.00	500
Arnold Jr.	1800	1482	530.00	550.00	1800	2220	8793.75	720	1980	6512	2294	-	300	2500.00	500
Arundel Jr. #1	2100	1976	397.50	550.00	1800	2820	10718.75	1260	1650	8360	2852	720	300	2350.50	500
Arundel Jr. #2	2100	1976	397.50	550.00	1800	2820	10718.75	1260	1650	8360	2852	720	300	2350.50	500
Arundel Sr. #1	900	2774	1590.00	962.50	1200	2460	13965.00	540	1815	8272	3162	720	2800	3330.50	500
Arundel Sr. #2	900	2774	1590.00	962.50	1200	2460	13965.00	540	1815	8272	3162	720	2800	3330.50	500
Bates Jr.	1800	1976	530.00	825.00	1200	2460	9843.75	1080	1320	6864	2480	1080	300	2440.00	500
Brooklyn Park Jr.-Sr.	1800	2660	795.00	1100.00	2400	3000	14420.00	1440	1980	7920	3410	360	2800	3903.00	500
Corkran Jr.	2400	3230	530.00	825.00	1800	3900	15828.75	2160	3300	11440	4030	1080	300	3950.00	500
George Fox Jr.	1800	1558	397.50	687.50	2400	2520	9997.00	1440	1485	7128	2325	1080	300	2460.50	500
Glen Burnie Sr.	2160	4161	1325.00	1485.00	3000	2340	19757.50	792	2640	9680	5735	720	2550	5140.00	500
Lake Shore Jr.	1800	1558	397.50	687.50	2400	2520	9996.00	1440	1485	7128	2325	1080	300	2460.50	500
Lindale Jr.	3600	2546	689.00	1100.00	3000	3600	15268.75	1944	2640	10912	3720	1440	300	3874.00	500
MacArthur Jr.	3600	3040	954.00	1375.00	3600	4620	18191.25	1800	2640	13728	4650	1152	300	4525.00	500
Marley Jr.	1800	2470	265.00	825.00	1800	2280	10780.00	1080	1980	7920	2790	720	300	2880.00	500
Northeast Sr.	2400	4104	1007.00	1485.00	2400	2400	18987.50	720	1650	10032	5084	720	2800	4792.00	500
Severna Park Jr.	2400	2090	1060.00	935.00	3000	3180	13387.50	1440	2310	9152	3100	1224	300	3351.00	500
Severna Park Sr.	2400	4864	1908.00	1375.00	3000	3480	23695.00	1152	2508	13200	5766	360	2800	5760.00	500
Southern Jr.	1200	1178	185.00	550.00	600	1620	5897.50	720	660	3520	1240	1080	300	1443.00	500
Southern Sr.	2160	3116	1060.00	1485.00	2400	2400	17106.25	1080	1650	8800	4154	1080	2800	4352.00	500

*This figure for high schools includes business education, home economics, COP, and distributive education. The figure for junior high schools is for home economics only.

c. Identify the department in your school that is allocated the least amount of money. ____________________

Speculate why this is true. ____________________

d. Your school has a $500 incidental fund. Ask your school's bookkeeper about the uses of this money. Record your findings. ____________________

EXERCISE 4

After six (6) copies of the requisition have been completed at the school level, the school keeps one copy and sends the original and other four copies to the area office. A record of the allotment spending is kept by each school by department as a means of accounting. This record may also serve as an inventory for the given school.

Following is a copy of such an allotment record. Assume that the allotment balance brought forward was $1000 and that you are entering the requisition you prepared in Exercise 3; complete the allotment record sheet inserting the necessary information from your requisition. What is your balance now? ______________________

ALLOTMENT RECORD

Req. Date	Purch. Ord. #	Company Name	Date Ord. Completed	Est. Cost	Actual Cost	Allotment Balance

EXERCISE 5

I. Read the following passage.

Under the operational budget, money is spent for those items that are necessary to maintain educational programs. These items are classified as either supplies or equipment. As a chairperson it may be necessary for you to be able to differentiate these items when spending departmental monies. The excerpt following which is taken from the USOE handbook titled, Financial Accounting for Local and State School Systems, will provide necessary criteria.

CRITERIA FOR SUPPLY ITEMS

A supply item is any article or material which meets any one or more of the following conditions:

1. It is consumed in use.
2. It loses its original shape or appearance with use.
3. It is expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than repair it.
4. It is an inexpensive item, having characteristics of equipment, whose small unit cost makes it inadvisable to capitalize the item.
5. It loses its identity through incorporation into a different or more complex unit or substance.

CRITERIA FOR EQUIPMENT ITEMS

An equipment item is a movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which meets all of the following conditions:

1. It retains its original shape and appearance with use.
2. It is non-expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit.
3. It represents an investment of money which makes it feasible and advisable to capitalize the item.

4. It does not lose its identity through incorporation into a different or more complex unit or substance.

2. Now classify the following items as either E (equipment) or S (supplies).

a. aquariums ____
b. blotters ____
c. folders ____
d. sewing machines ____
e. hole puncher ____
f. electric egg beaters ____
g. hand egg beaters ____
h. single charts ____
i. scissors ____
j. steel tennis court nets ____

3. List under each column the items you might purchase for your department.

Supplies	Equipment
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________

EXERCISE 6

1. Read the following:

Sometimes it is necessary to transfer monies from one fund to another depending on the priorities of the department or school. The following procedure is to be used in the transferring of funds:

The Transfer Form

a. Principal intiates and signs this form when requesting transfer of funds.

b. The tranfer request should be forwarded to the Area Director and the Associate Superintendent for their approval and signatures.

c. The Associate Superintendent will then send the request on to the Budget Office for their approval and processing.

d. All transfer requests should be rounded to the nearest ten dollars ($10.00).

2. Examine the transfer form which follows. Note that the school fills out only the non-shaded portion. In your own words explain what the principal of the high school is accomplishing by using this form.

EVALUATION

1. Describe the difference between a budget request and a requisition.

2. List the steps of the requisition process.

3. Explain how you would keep track of money your department spends.

4. What is equipment?

OPERATING BUDGET FUND TRANSFER AUTHORIZATION

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS 2010-1 (New 7/73)

SAMPLE

TYPE OF TRANSFER

☐ **Transfer Between Sub–Accounts:** Movement of funds from one expenditure account to another within object classification

☐ **Transfer Between Accounts:** Movement of funds from one object classification to another within categories

☐ **Transfer Between Categories:** Movement of funds from one category to another category

This Section For Budget Office Use Only

TRANSFER NUMBER ____________

LOCATION/SCHOOL NAME

Glen Burnie High School

ACCOUNT NUMBER	COST CENTER	ACCOUNT NAME	AMOUNT FROM	AMOUNT TO	
1 51 3201-02-311-10330		Science MOI	63 500.00 73	63 73	79-80 B 3
1 51 3201-02-520-10330	12 18	Science EQUIPMENT	28 38	28 500.00 38	L 3

Justification:

For equipment needed to further the science program.

Approved by:

________________ Principal (Supervisor) Officer ________ Date

________________ Director (Area or Dept Head) ________ Date

________________ Associate/Assistant Superintendent ________ Date

________________ Budget Officer ________ Date

________________ Superintendent ________ Date

EVALUATION (cont'd.)

5. What are supplies?

6. Describe some conditions under which funds may be transferred.

CBTP

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT P

UNDERSTANDING YOUR SCHOOL COMMUNITY

Prepared by the CBTP Committee:

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Mr. John McCorkill
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UNIT P

UNDERSTANDING YOUR SCHOOL COMMUNITY

OBJECTIVES

You will:

1. define the geographic characteristics of your school community.
2. identify the demographic characteristics of the school community which can influence the school's instructional program.
3. list some of the "hidden characteristics" of the school community which affect the instructional process.
4. identify and list resources in the school community which can be useful in your discipline area.
5. design a simple strategy for getting community resources and the school together to benefit instruction.

INTRODUCTION

"A school exists to serve the needs of the youth of its community." If we accept this statement, we must also accept the requirement that a school be aware of what these needs are in order to be effective.

Each school community (or in some instances, school communities) has distinct characteristics, aspirations, and expectations for its youth. The degree to which a community supports its school is an important factor. It is imperative that a school and its staff be able to identify these characteristics.

Some community features are easily identified while some are more subtle. Both can have impact on a school. It is the intent of this unit to help you become better informed about the community served by your school and to assist you to find ways of strengthening the relationship between the two.

EXERCISE I

A first step in learning about your school community is to define its geographic boundaries. If you live in the school attendance area, you may know these boundaries already and be able to complete this exercise quickly. If you are not a resident or feel that you are not familiar enough with the community, you will want to attempt one or more of the following tasks:

1. Each school keeps a "pin map" which contains information which helps the Transportation Department determine bus requirements. The "pin map" is usually maintained by an administrator. Consult this individual about the information on the map and determine the data available from it. List the items below.

2. Obtain a small map of the attendance area for your school. (The Board has a Public School Location Map which will do nicely.) On this map draw the attendance area boundaries for your school.

3. Locate the feeder schools (elementary and/or junior high) and show their attendance areas on your map.

4. Does your school serve one community or several sub-communities? To answer this you may need to consult your principal. What have you found?

EXERCISE 2

Now that you have identified the geographic data about your school community, turn your attention to some of the characteristics of the community (or one of the sub-communities) which can influence your school's educational program. Listed below are some demographic characteristics which can be important. Notice that the list is not complete; you are encouraged to add to it from your experience.

- history of the community
- kind of housing
- racial composition
- type of parental employment
- transiency
- housing patterns
- cultural resources available
- parental employment
- follow-up of employment or college attendance (if in a senior high school)
- ______________________________
- ______________________________

EXERCISE 3

Use the information you developed in Exercise 1, activity 4, and Exercise 2. You are asked to find information about these characteristics. Several methods for collecting this information are suggested. You may decide to use one or more of these procedures depending on your familiarity with the community.

Listed below are some alternative procedures for completing this exercise:

- Interview your principal about his understanding of the school community.
- Take a drive-through tour of your community.
- Interview staff members who are residents.
- Interview prominent residents of the community.

- Consult your area office--they may have a demographic study.
- Consult a written "school history."
- If you are in a senior high school, consult the most recent Middle States Evaluation Report, *"School and Community Section."*

EXERCISE 4

What good is information if you can't share it? Choose one of the procedures suggested below:

- Prepare a written or oral report summarizing your findings for presentation to your department or staff.
- Use the information gathered to acquaint the newest member of your staff with your community. Act the part of the storyteller in an informal discussion of the school community. Ask specific questions to determine if your colleague has gained insight about the school community.

EXERCISE 5

1. As an educator you are interested in providing your students with as many resources as possible to help them learn. Many of these resources come with your repetoire of techniques, others can be the commercial variety such as tests, filmstrips, cassettes, etc. Other resources which can be used in the classroom are those resources which are available within the school community. The latter have the advantage of being readily available, free or inexpensive, and relevant to real life situations. In this exercise you are asked to identify some of the community resources available for your curricular area.

The following is a suggested format to help you collect this information on possible community resources. You may wish to modify this format for your own use.

Name of Resource	Description of Resource	How to Obtain this Resource for Classroom Use

2. As an alternative exercise, consider compiling this information and preparing it for use by other members of your department. You may even want to involve colleagues in the collection of this information.

EXERCISE 6

Consult your principal about the school procedures which have been established for using outside resources. Usually these are forms which require administrative approval for field trips, speakers, and the like. You should familiarize yourself with these administrative procedures for your school. Summarize these procedures.

EXERCISE 7

Discuss the list of community resources you developed with several colleagues in your department. Prepare a strategy which will help you or others in your department to use some of these community resources in the classroom.

Describe your strategy, and state how you will evaluate its effectiveness.

EVALUATION

1. List below any characteristics of your school community which have not been considered in the previous ten exercises but which you feel are contributors to your understanding of the school community.

2. The evaluation of this unit is your broadened understanding of the geographic and demographic characteristics of your school community which make it distinctive from any other community. This knowledge should help you to understand the part your subject plays in the education process which allows your school to serve the youth of its community.

Some of the insights gained from this unit include:

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT Q

THE EVALUATION OF LEARNING

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This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

For optimum results this unit should be used in conjunction with and according to the direction in the Competency Based Training Program Guide.

UNIT Q

THE EVALUATION OF LEARNING*

OBJECTIVES

You will:

1. explain and give examples of summative evaluation.
2. explain and give examples of formative evaluation.
3. explain similarities and differences between diagnostic, formative, and summative evaluations.
4. interpret MAAP test profiles
    - School
    - County
    - State
5. interpret individual and class criterion reference scores.
6. identify and use evaluation techniques for affective objectives.

INTRODUCTION

This unit, THE EVALUATION OF LEARNING, is intended to help educators become aware of the different purposes of evaluations and the ways in which the different types of evaluation instruments can be developed for use in the classroom. The teachers will find ways of improving the summative evaluation they now use; and the exploration of diagnostic and formative evaluation will probably present new and very different ways in which evaluations can be used to improve teaching and learning.

The busy teacher, responsible for large classes with a great variety of students, might be so concerned with instructional processes that a very limited amount of time and attention has been given to the evaluation processes. It is very likely the classroom teacher has not been able to keep abreast of the growing literature on the art and science of evaluation. As a department

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*Adapted from Bloom, et al.

Chairperson you will be in a position to bring together the best of evaluation techniques to help the classroom teacher use evaluation to improve both the teaching process and the learning process. The major focus of this unit is to train educators to properly use evaluation for the improvement of student learning.

EXERCISE 1

Pretest

With which of the following views do you agree? Where you think the view quoted is incorrect, give your reason in a sentence or two.

1. "Only formative evaluation of students is legitimate."

2. "Norm-referenced tests are the best kind."

3. "Summative evaluation may be used as a diagnostic and formative instrument also."

4. "Summative evaluation is primarily used to certify or grade."

5. "Summative evaluation will measure every content-behavior cell in your specifications."

6. "Formative evaluation begins before instruction."

7. "The interview technique can be used to evaluate affective outcomes."

8. "Summative and formative evaluation of the affective goals of the curriculum is important."

EXERCISE 2

1. Listen to the cassette tape, "Introduction to Summative Evaluation."* The tape is available upon request from a training advisor.

2. You are asked to give examples and explain the major function of summative evaluation to the teachers in your department. How would you respond?

3. Read the following exercise, "Test Uses and Construction."* After reading the exercise, complete the action task.

Test Uses and Construction

The summative examination may serve a variety of functions. There are several steps in the construction and scoring of tests which help to determine the effectiveness of each of these uses. It is quite true that the results of a given test may be employed in several different ways rather than one only. In either case, if the intended aim or aims are established clearly before the test is constructed, the results can be utilized more satisfactorily.

The outcomes of tests are not equally applicable to all uses at all levels of schooling or in all subject areas. The following outcomes are among the most commonly mentioned uses of summative results.

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*"Handbook on Formative and Summative Evaluation of Student Learning"

Assigning of grades
Certification of skills and abilities
Prediction of success in subsequent courses
Initial point of instruction in a subsequent course
Feedback to students

Assigning of Grades

The most frequent use of summative evaluations, from elementary school through college and graduate work, is as a basis for assigning grades, represented either by letters or by numbers. Grading is an attempt to categorize each student in terms of his amount or level of learning in relation to other students. This purpose most often reflects the view that courses are designed to spread individuals out so that in the usual class there are a few in the top category, some more in a second group, a larger number who are "average," and fewer in the lower categories. If this is the intent, then there is a way of optimizing the spread in the process of constructing the test. This criterion concerns item difficulty.

Item difficulty is the percentage of examinees who pass the item. A good spread in results can be obtained if the average difficulty of items is around 50 or 60 percent and if the items vary in difficulty from about 20 to 80 percent. Obvously, test questions which are passed by all or nearly all students do nothing to differentiate the examinees--that is, spread them out. The same can be said for items which none or almost none can pass.

For those who view education as being directed at mastery, at whatever level or in whatever subject, and who will undertake changes in instruction time and procedures to accomplish this, the criteria just discussed is of little importance. They may select behavior and contents from a specifications table or task analysis chart in accordance with the value they attach to them. All or almost all students may pass the items constructed to test these outcomes, in which case the examinees are assigned the highest category of grades. It may happen that a large number do not pass some of the items, in which case the teacher may conclude that the instruction procedures are at fault. As the instruction improves, more students get more items correct. This is the view which formative evaluation espouses.

Assigning grades to students is probably the most unpopular task that a classroom teacher must perform. It is not unusual to hear educators recommend that formal systems of student evaluation be abolished entirely. Student evaluation is a popular target of criticism by students and faculty alike in the columns of many school and college student publications. Articles like those by Marshall (1960), Mannello (1969), and Pewitt (1970) which question the value of student evaluation systems also frequently appear in various professional journals. Of course, constructive criticism is always desirable since it often leads to valuable and necessary modifications of practices which can otherwise degenerate into mechanical rituals.

On the other hand, the suggestion that formal evaluation of students, be altogether abandoned is based on the assumption that such value judgments serve no important purpose. This is a highly questionable assumption in view of the fact that procedures for evaluating students have existed as long as we have had formal instructional settings known as schools. The form which evaluation takes changes from setting to setting and from time to time, but the fact of evaluation does not change.

The major purpose of grading systems is to provide a systematic and formal procedure for transmitting value judgments made by teachers to the student and to others most directly concerned with his development and welfare. These value judgments provide a basis for making important decisions which are faced in the normal course of an individual's development in our society. These decisions represent Gardner's (1961) sorting out process. The objectives of the sorting is suppose to maximize the opportunities of each individual to use his talents and skills to his own and to society's benefit.

This review does not suggest it has covered all aspects of the use of test results for assigning grades. It is intended to make us aware of some considerations involved in this particular application. Most published tests are built upon the assumption of the need to spread the students over several grade categories. However, the purpose of the test will determine how it is used.

Certification of Skills and Abilities

There are occasions on which the main purpose of a summative examination is to certify that a given student possesses, at least at that time, certain skills, knowledge, and abilities. These situations are perhaps most likely to occur in technical training in the secondary school or college. However, the general idea of certification is present in other settings: the student is able, from the standpoint of reading skills, to handle social studies reading materials of this sort; she has mathematical skills and concepts which are needed for a beginning course in education statistics; the applicant has skills in the science laboratory and the ability to attack science problems which permit him to handle the assistantship.

In each of these settings, the focus is mainly upon the level of behavior with a given content. There is the further assumption that a known level of performance exists, above which most students can do the specified job and below which most cannot (Cronbach, 1960). As we will note also in the discussion of prediction, empirical evidence is highly desirable if not necessary for confidence. It is true that careful subjective judgments by those who have experience with performers may substitute as estimates until empirical evidence is collected.

Certification is a legitimate use of summative evaluation of student learning.

Prediction of Success in Subsequent Courses

For purposes of academic guidance, it is sometimes claimed, a summative test (especially at the end of a course) has as an important function the prediction of success in a subsequent, related course. For example, it is suggested that an eighth-grade arithmetic examination may be quite helpful in the prediction of a student's success in ninth-grade algebra or general mathematics. The first caveat to be observed regarding this use is that it assumes two things: (1) there is empirical evidence of the relationship, and (2) the subsequent course does not alter in method, content, or students' learning characteristics. These are broad assumptions, but they may indeed hold in a setting in which the teachers see the subject as relatively known and stable.

Ideally, the teacher or the examination construction group should try various plans reflecting combinations of desired types of behavior and content in a series of tests.

In very general terms, students who score high on summative examinations in any academic field tend to score high in other fields. In this connection, however, many questions are still unanswered; it is not yet known whether this pattern is due to a general factor (such as intelligence), a special ability (as in test taking), or some relationship in learning between the subject areas involved.

Great care must be taken in using summative examination results for predictions regarding subsequent courses. It is highly questionable whether a single test could effectively serve the purpose of prediction in combination with other summative evaluation intents.

Initiation Point of Instruction in a Subsequent Course

At the elementary school level especially, there are those who see an important use of summative examinations--usually given at the end of the year--in the decision by the teacher of the next grade level on where to begin the instruction of individuals or groups. From one perspective this is much like formative evaluation in a continuing instructional situation. From another, it represents some of the suggested strategies in placement and diagnostic evaluation.

In the present discussion, which deals with steps and decisions in the construction of summative tests, a point to be noted is that the rules governing this use are much the same as for the use of tests for feedback to students. A single score, for example, in third-grade arithmetic is of little use to the next teacher in establishing a behavior-content point at which to begin instruction. A table of specifications should be agreed upon, for the most part (a list of content and desired kinds of behavior after instruction). A test must be so handled that there will be several scores representing important behavior-content cells. The teacher who is to use the results for locating the point at which to begin instruction must fully understand the score categories.

Feedback to Students

The communication to the student of information about his progress (with some immediacy, it is hoped) is the very essence of formative evaluation. Summative evaluation of learning can be used in this fashion also. As stated before, summative tests may be given at various points within a course and cover relatively large units, or they may be finals at the end of a course. If it is truly the end of a unit or course, the feedback of score or grade information may have little effect in terms of changing the student's behavior.

If the examination is intended for feedback to students, then it should be so constructed that the interpretations of scores will direct the student's attention to useful things he may do to make up for deficiencies. A simple communication of a single grade of C, let us say, merely tells him that in some fashion or other he was not such a "big egg" as others. It gives him little information with which he can do anything. A similar statement can be made about numerical scores as a total report on a final examination. A mark of 76, whether it refers to percentage of items, a percentile score, or an actual count of right or wrong answers, gives the student very little guidance for making corrections in his behavior--other than that frequently used statement, "Try harder."

If a summative test is built and scored astutely, we may infer from the results that the student did reasonably well in aspects which involved, for example, vocabulary but rather poorly in those which demanded recognition of relationships between concepts. It is possible that the student will find the information of some use for future learning. Even this is difficult to establish for an end-of-course examination unless one can point out that other courses which he might take require some of the same processes. The first statement implies that the test items are so built that they can reveal various processes which are reasonably generalizable, and the second presupposes some sort of community agreement within the school across several courses or curricula regarding desirable behavior.

Providing feedback to students is a legitimate purpose of summative evaluation of student learning, even though formative evaluation focuses on this intent.

4. Suppose a delegation of parents called upon you to explain and give examples of how you use summative techniques to evaluate student learning in your classroom. How would you respond? ______________________________

5. You will construct a table of specifications for a unit. Select a unit from your course outline. List the content area in terms of large categories of subject material. Also list the desired behavior expected after instruction. Your grid should look like the one on the following page.

6. Construct a test (summative) for your unit based on your table specifications (content-behavior cells). Choose items which will test the various cells (content-behavior). How would you respond if you were asked to explain why you selected certain kinds of behavior and content cells for your examination?

TABLE OF SPECIFICATIONS*

	COGNITIVE							AFFECTIVE		
	A.0. Computation			B.0. Comprehension	C.0. Application	D.0. Analysis		E.0. Interests & Attitudes		F.0. Appreciation
			Knowledge of specific facts	Knowledge of concepts	Ability to solve routine problems	Ability to discover relationships	Ability to formulate and validate generalizations	Attitude	Interest	Extrinsic
CONTENT	A.1	A.2	A.3	B.1	C.1	D.1	D.2	E.1	E.2	F.1
1.0 Number systems										
1.1 Whole Numbers										
1.8 Probability										
2.0 Algebra										
2.1 Algebraic expressions										
3.0 Geometry										
3.1 Measurement										

*Adapted from Handbook on Formative and Summative Evaluation of Student Learning.

CONTENT	COGNITIVE					AFFECTIVE		

EXERCISE 3

1. Listen to the cassette tape, "Introduction to Formative Evaluation." The tape is available upon request from a training advisor. Suppose the parent-student association from your school requested your department to evaluate their students formatively only. How would you respond?

2. Read the following exercise, "Formative Tests and Uses."*

Formative Tests and Uses

Formative evaluation should include all the important elements in a unit as detailed by the table of specifications. The task of determining the specifications for formative evaluation is much the same as that of creating specifications for summative evaluation. As stated in Exercise 2, "Test Users and Construction," the table of specifications outlines in some detail, the content to be included as well as the student behavior or objectives to be achieved in relation to content.

In constructing a unit you would first determine what new content or subject matter should be introduced in the new unit. What are the new terms, facts, relations, procedures which have been explained, defined, illustrated, or otherwise presented in the learning material? The usual textbook is very clear in illuminating the new content that has been developed in a particular chapter.

A second type of analysis undertaken by the unit constructor is to determine the student behavior or learning outcomes related to each new element of content. That is, given a new idea, relation, statement or truth, or other information, what is the student expected to learn? What is the student expected to be able to do with the specific subject matter introduced in the learning unit? This content-behavior grid was presented in our discussion of summative evaluation also.

The construction of a formative evaluation instrument must determine which elements in the unit are important or essential and which are unimportant or useful only as background for the essential materials. For example, in a chemistry unit the name of the originator of an idea, the dates when he lived, or the country of his birth may be useful as interesting background for presenting the idea but may be of little cognitive importance in the unit. Such specific facts may be included in the specifications but dropped at the time of testing.

Formative evaluation should include all the important elements in a unit as detailed by the table of specifications. Thus, if there are 25 important elements in the table, all 25 should be represented by one or more test items. This is in contrast with summative evaluation, where it is feasible, in the testing time available only to sample the range of contents and behavior outlined in a table of specifications.

The formative evaluation should include items at each of the behavior levels specified. Virtually the same subject matter may be included as a term, specific fact, rule, process, translation, and application, if all are included in the specifications.

3. Select a unit from your course outline. Include the content-behavior cells (specifications) that you think are important. Your grid will look like the one developed in Exercise 2.

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*Ibid

	COGNITIVE				AFFECTIVE
CONTENT					

4. Construct a formative test based on your specifications (content-behavior cells). How would you respond if you were asked to explain how the evaluation instrument differs from the summative evaluation instrument in Exercise 2?

EXERCISE 4

1. Listen to the cassette tape, "Similarities and Differences Between Diagnostic Evaluation and Formative and Summative Evaluation."*

2. Analyze the table that summarizes the similarities and differences between diagnostic, formative, and summative evaluation.

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*Ibid

*Similarities and Differences Between Diagnostic, Formative, and Summative Evaluation

Type of Evaluation

	DIAGNOSTIC	FORMATIVE	SUMMATIVE
Function	Placement: Determining the presence or absence of prerequisite skills Determining the student's prior level of mastery Classifying the student according to various characteristics known or thought to be related to alternative modes of instruction Determination of underlying causes of repeated learning difficulties	Feedback to student and teacher on student progress through a unit Location of errors in terms of the structure of a unit so that remedial alternative instruction techniques can be prescribed	Certification or grading of students at the end of a unit, semester, or course
Time	For placement at the outset for a unit, semester, or year's work During instruction when student evidences repeated inability to profit fully from ordinary instruction	During instruction	At the end of a unit, semester, or year's work
Emphasis in Evaluation	Cognitive, affective, and psychomotor behavior Physical, psychological, and environmental factors	Cognitive behavior	Generally cognitive behavior; depending on subject matter, sometimes psychomotor; occasionally affective behavior
Type of instrumentation	Formative and summative instruments for pretests Standardized achievement tests Standardized diagnostic tests Teacher-made instruments Observation and checklists	Specially designed formative instruments	Final or summative examinations

*Ibid

	DIAGNOSTIC	FORMATIVE	SUMMATIVE
How objectives of evaluation are sampled	Specific sample of each prerequisite entry behavior Sample of weighted course objectives Sample of student variables hypothesized or known to be related to a particular type of instruction Sample of physically, emotionally, or environmentally related behavior	Specific sample of all related tasks in the hierarchy of the unit	A sample of weighted course objectives
Item difficulty	Diagnosis of prerequisite skills and abilities: a large number of easy items, 65% difficulty or higher	Cannot be specified beforehand	Average difficulty, ranging from 35% to 70%, with some very easy and some very difficult items
Scoring	Norm- and criterion-referenced	Criterion-referenced	Generally norm-referenced but can be criterion-referenced
Method of reporting scores	Individual profile by subskills	Individual pattern of pass-fail scores on each task in the hierarchy	Total score or subscores by objectives

3. After listening to the cassette tapes and reviewing the table that summarizes the similarities between diagnostic, formative, and summative evaluation, design a summative test (five to ten items) for a unit or mini-unit. You were asked by the teachers in your department to demonstrate how your summative instrument could be used as a diagnostic and formative instrument also. How would you respond?

4. Several teachers in your department suggest that using a summative evaluation for diagnostic purposes is harmful to students. They also state a single letter grade precludes an adequate description of the student's performance on each of the objectives of the course or unit. How would you respond?

EXERCISE 5

1. Read the following exercise, "Evaluation Techniques for Affective Objectives."*

Evaluation Techniques for Affective Objectives

The necessity for clear, unambiguous, operational statements as the first step in instructional planning and evaluation is no less important for affective than for cognitive objectives. However, because of the numerous interpretations people can place on affective concepts, the behavioral specification of these concepts is often neglected. Because of the hesitancy to evaluate affective outcomes, the specification of behavioral manifestations of affective concepts is very seldom carried out.

This is not to imply that affective objectives cannot be stated in behavioral terms, but only to point out that teachers often neglect to give careful thought to the problem of what kinds of behavior will lead them to infer the presence or absence of some affective construct in the student.

Many teachers find it more difficult to define affective objectives behaviorally than to operationalize cognitive ones. Furthermore, the large number of affective objectives found in the literature use concepts such as "attitudes," "values," "appreciation," and "interest" in a wide variety of ways.

The next step in the evaluation process for the teacher who has defined his objectives in behavioral terms is that of devising situations and techniques which will allow the student to manifest the desired affective behavior. This important step is not so easy with affective outcomes as it is with cognitive behavior, which lend themselves more readily to evaluation through the traditional paper and pencil achievement test. In fact, if the students feel that the evaluation techniques used are tests, in that grade penalties or rewards are associated with their performance on the instrument, the validity of the results will be highly questionable. That is, if a student feels his affective behavior is subject to either criticism or grading, there is a possibility that he will "fake" the desired behavior.

We have noted the justifiable hesitancy teachers feel about grading affective behavior. However, summative and formative evaluation of the affective goals of the curriculum is another matter. Group data on affective behavior are all that is required for curriculum decisions. If a large proportion of the students have not achieved the affective behavior sought for in the course, then action can be taken to change deficient methods or materials as needed.

The acceptability of group results for the evaluation of outcomes makes it possible for the teacher to guarantee the students' anonymity by allowing them to omit their names from their responses to affective instruments. Sometimes, however, it is desirable to identify individuals so that information derived from the answers can be used in conference with them for formative self-evaluation and guidance. When this is the case, then the student should be assured that his performance will not be criticized, let alone marked. This assurance can serve the same purpose as a guarantee of anonymity once the student is convinced that the results are in fact treated scrupulously in a confidential, unthreatening manner by school authorities. Such trust is the basis of any good guidance program in a school, and there is no reason teachers cannot treat affective information the way it is handled in a counselor-counselee relationship.

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*Ibid

Once teachers realize that evaluation of affective outcomes need not either infringe upon a student's right to privacy or involve the assignment of a grade, then there are many techniques available for use in the formative or summative evaluation of a curriculum's affective objectives.

The following are examples of evaluation techniques for affective objectives:

The interview technique
The open-ended question
The closed-item questionnaire
The semantic differential technique

The Interview Technique

The interview technique involves a face-to-face encounter of the interviewer, who asks carefully developed questions, and the respondent. The interview can be structured or unstructured in format.

In the structured interview, the wording and sequence of the questions are fixed. The interviewer is given little or no freedom to deviate from the fixed schedule except to clarify misunderstanding or ambiguities and to branch into other sections of the schedule when certain criteria are met. His principal job is to present the question to the respondent and record his answer. An example of a structured interview schedule and the directions given to the interviewer is provided by the following excerpt from a schedule developed by the National Opinion Research Center (Greeley & Rossi, 1966). After reading the directions to the respondent, the interviewer merely circles one of the codes, representing columns on an IBM card, to the right of each job.

71. I am going to read you a list of jobs. If a son of yours chose each job, tell me whether you would feel very pleased, somewhat pleased, somewhat disappointed, or very disappointed. (CIRCLE CODES IN FOLLOWING TABLE.)

	Very Pleased	Somewhat Pleased	Somewhat Disappointed	Very Disappointed	Don't Know
A. Business Executive	X	0	2	3	1
B. High School Teacher	5	6	8	9	7
C. Priest	X	0	2	3	1
D. Bank Teller	5	6	8	9	7
E. Author	X	0	2	3	1
F. Carpenter	5	6	8	9	7
G. Stock Broker	X	0	2	3	1
H. Furniture Mover	5	6	8	9	7

The Open-ended Question

The open-ended question calls for the respondent to answer by writing a statement which may vary in length. Raths, Harmin, and Simon (1966) list some open-ended questions which have been effective in getting at attitudes, beliefs, activities, and values:

77. With a gift of $100, I would...
78. If this next weekend were a three-day weekend, I would want to...
79. My best friends can be counted on to...
80. My bluest days are...
81. I can hardly wait to be able to...
82. My children won't have to...because...
83. People can hurt my feelings the most by...
84. If I had a car of my own...
85. I've made up my mind to finally learn how to...
86. If I could get a free subscription to two magazines, I would select... because...
87. Some people seem to want only to...
88. The night I stayed up later than ever before I...
89. If I could have seven wishes...
90. I believe...
91. Secretly I wish...
92. My advice to the world would be...

The Closed-item Questionnaire

The questionnaire with fixed alternatives is similar to the structured interview described earlier except that the respondent completes it without the aid of an interviewer. The closed-item instrument takes several forms; it may be a rating scale, inventory, or index.

Two examples of the format of items designated to evaluate a student's affect toward the study of mathematics are taken from the National Longitudinal Study of Mathematical Abilities (1964). Here the student is asked to choose the letter of the response that best fills the blank in the sentence.

96. I would like to teach English ____________________ than I would like to teach mathematics.

    [A.] a lot more
    [B.] a little more
    [C.] a little less
    [D.] a lot less

97. I would like the problem, "359-574+6840-999-46937+9748+87483 = ?" ________ than the problem, "Jane is half as tall as Dick. Joe is half as tall as Jane. Mack is half as tall as Joe. Dick is 60 inches tall. How tall is Joe?"

    [A.] a lot more
    [B.] a little more
    [C.] a little less
    [C.] a lot less

As Cronbach (1963) has pointed out, if these types of affective questions are asked in a context removed from the course in question, the validity of these responses is increased. Thus questionnaires designed to measure attitudes toward English are more trustworthy when administered by a neutral person (for instance, a guidance counselor or homeroom teacher) than when administered by the English teacher who wishes to have this kind of summative curriculum information.

The Semantic Differential Technique

The semantic di-ferential (SD) technique of Charles Osgood (Osgood, Suci, Tannenbaum, 1967) is a valuable and comprehensive research tool. One of its many uses is the measuring of a generalized attitude. The form of the instrument involves a rating scale of bipolar adjective pairs related to a concept the attitude toward which are of interest to the evaluator.

130. [Concept]

Polar term X ___: ___: ___: ___: ___: ___: ___: Polar term Y
1 2 3 4 5 6 7

The scaled positions are defined as follows:

(1) extremely X
(2) quite X
(3) slightly X
(4) neither X nor Y; equally X and Y
(5) slightly Y
(6) quite Y
(7) extremely Y

The student checks the scale value along the adjective continuum corresponding with his attitude toward the concept in question. To measure generalized attitudes, Osgood recommends the use of adjectives he has labeled as Evaluative. Examples of such evaluative adjective pairs are "good-bad," "beautiful-ugly," clean-dirty," valuable-worthless," beneficial-harmful," and "pleasant-unpleasant." A lengthy list of evaluative adjectives can be found in Osgood, Suci, and Tannenbaum's book, The Measurement of Meaning (1967).

Almost any concept of interest could be used. For example, an English teacher might want to explore generalized attitudes toward drama, poetry, essay writing, or a Shakespearean play. Each concept is repeated separately with the same set of adjectives. The Social Studies Evaluation Program of the Education Development Center (1969) uses this technique to evaluate attitudes toward concepts contained in their social studies materials on Eskimos. For example, attitudes toward the concept "Arctic" are assessed by the following semantic differential scales:

Arctic

[The Arctic is the area near the North Pole.]

131. ugly : ___: ___: ___: ___: ___: beautiful
132. changing : ___: ___: ___: ___: ___: changeless

133. windy : ___: ___: ___: ___: ___: calm
134. strange : ___: ___: ___: ___: ___: familiar
135. explored : ___: ___: ___: ___: ___: unexplored
136. tame : ___: ___: ___: ___: ___: wild
137. good : ___: ___: ___: ___: ___: bad
138. deserted : ___: ___: ___: ___: ___: inhabited
139. fierce : ___: ___: ___: ___: ___: gentle
140. livable : ___: ___: ___: ___: ___: not livable

2. Use the Semantic Differential Technique to explore generalized attitudes toward your discipline or another discipline in your school. Remember group data on affective behavior are all that is required for curriculum decisions.

Posttest

With which of the following views do you agree? Where you think the view quoted is incorrect, give your reason in a sentence or two.

1. "Only formative evaluation of students is legitimate."

2. "Norm-referenced tests are the best kind."

3. "Summative evaluation may be used as a diagnostic and formative instrument also."

4. "Summative evaluation is primarily used to certify or grade."

5. "Summative evaluation will measure every content-behavior cell in your specifications."

6. "Formative evaluation begins before instruction."

7. "The interview technique can be used to evaluate affective outcomes."

8. "Summative and formative evaluation of the affective goals of the curriculum is important."

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT Q-S
Supplement to Unit Q

THE EVALUATION OF LEARNING

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For optimum results this unit should be used in conjunction with and according to the direction in the Competency Based Training Program Guide.

UNIT Q-S
Supplement to Unit Q

THE EVALUATION OF LEARNING

OBJECTIVES

You will:

1. interpret individual and class criterion reference scores.
2. interpret MAAP test profiles (school, county state).

INTRODUCTION

Since some teachers (especially language arts and mathematics) will be interested in analyzing and using *Maryland Accountability and Assessment Program* (MAAP) and Criterion Referenced Testing (CRT) results, we are providing this supplement to help them explore the benefits of proper interpretation of these scores.

EXERCISE 1

1. Read the information sheet, "Introduction to Criterion-Referenced Evaluation." This will provide you with a general introduction that will help you to differentiate between norm-referenced and criterion-referenced evaluation techniques.

Criterion-Referenced Evaluation

Test designed exclusively to measure the performance objectives are called *criterion-referenced* tests. Their purpose, unlike that of *norm-referenced* tests, is not to make differentiations among achievement levels of various students, but to measure accurately how well each student has attained stated objective. The norm-referenced tests are relative measures because an individual's score is interpreted in relationship to the scores of others. Criterion-referenced tests are absolute measures, because an individual's score is interpreted in relationship to a fixed criterion, not the scores of other individuals.

Criterion-referenced tests are usually employed at the conclusion of an instructional sequence. However, the same principles also apply in writing Placement Tests for placing students at the beginning of any instructional sequence.

2. Listen to the tape, "Suggestions for Training Teachers to Interpret Student and Class Criterion Summaries."

Use your mathematics class summary to answer the following questions:

How many test booklets were used?

How many students attempted booklet 249?

What are the ICRT objectives numbers in booklet 249?

How many students need to review objective number 167?

Which students need to learn objective number 167?

Who would likely be in the first instructional group?

How many students passed objective number 167?

Name the students that passed objective number 167?

How many students passed objective number 155?

EDUCATIONAL PROGRESS, A DIVISION OF EDUCATIONAL DEVELOPMENT CORPORATION

DISTRICT – CHESTNUT INDEPENDENT SCH
SCHOOL – MONROE

STUDENT SUMMARY
READING
PAGE 01

WALKER SCOTT
SEPTEMBER 03, 1974

		– ARPL – LVL LSSN	CLUES LESSON	SCOTT FORESMAN NEW OPEN HIGHWAYS 1973,1974	HARPER ROW DESIGN FOR READING 1970/1972	ALLYN BACON SHELDON 1973
	– YOU WERE ABLE TO –					
202	IDENTIFY SILENT CONSONANTS					R3/72
203	SELECT A SHORT VOWEL WORD TO COMPLETE A SENTENCE	5 1A2		4/12,14,31		
204	IDENTIFY THE LONG VOWEL /A/ OR LONG VOWEL /E/ SOUND		5A 15B	4/30,34		4/20,82
206	FIND THE VOWEL PATTERN /OI/, /OO/, OR /OY/ TO COMPLETE A WORD	5 2A2	18B 20B	4/56,65,82	13/5,16	
207	CHOOSE THE IRREGULAR VOWEL PATTERN /IE/ OR /EI/ TO COMPLETE A WORD		18B 20B		13/5	
208	CHOOSE THE IRREGULAR VOWEL PATTERN /EA/ TO COMPLETE A WORD		15B 20B		13/16	
209	MATCH A VERB TO ITS PRESENT PARTICIPLE (-ING) FORM	5 3A1	29A 32B	4/16,18,23	11/21,86	4/69
210	SELECT THE PAST TENSE FORM OF A VERB TO COMPLETE A SENTENCE		29A 32B	4/16,23,87	11/21	R3/37
	– YOU NEED TO REVIEW HOW TO –					
211	SELECT THE THIRD PERSON SINGULAR VERB FORM TO COMPLETE A SENTENCE	4 3B1	29A			
212	MATCH VERBS TO THE CORRECT PAST TENSE FORM	4 3B2	27B			R3/74
213	IDENTIFY THE NUMBER OF SYLLABLES IN A WORD	4 4A1		4/83		
214	MATCH A TWO-SYLLABLE WORD TO ITS DEFINITION	4 4A2	5B 31A			
215	SELECT THE SYLLABICATION FOR A WORD WITH ONE MEDIAL CONSONANT	4 4B1	31A		13/55	
216	SELECT THE SYLLABICATION FOR A WORD WITH A FINAL (-LE)	4 4B2	31A			
217	USE CONTEXT CLUES TO DEFINE AN UNFAMILIAR WORD	4 5A	30A	4/21,24,50		4/35,90
219	IDENTIFY A MULTIPLE MEANING WORD THAT COMPLETES TWO SENTENCES	4 5B				
220	IDENTIFY A KEY WORD FOR SELECTING DETAILS IN A STORY	4 6A				
221	ANSWER QUESTIONS ABOUT A FAMILIAR SELECTION	4 7A		4/2,22,33,54	13/13	4/70
222	ANSWER QUESTIONS ABOUT AN UNFAMILIAR SELECTION	4 7A		4/36,46,74	13/12,18-19	4/58
225	ARRANGE EVENTS FROM A STORY IN ORDER	4 8A	29A	4/3,109	13/8,47,51	4/12,118
231	IDENTIFY CAUSES AND EFFECTS IN A PASSAGE	4 10B	19A 20B	4/42,81,91	13/19	
237	MATCH A PREFIXED WORD TO ITS DEFINITION	5 3B2				
241	USE CONTEXT CLUES TO SELECT THE PHRASE TO COMPLETE A SENTENCE	5 4B		5/47		4/74 5/134
	– YOU NEED TO LEARN HOW TO –					
205	FIND THE VOWEL PATTERN /AU/, /AW/, /OU/ OR /OW/ TO COMPLETE A WORD	4 2B1	17A			
218	MATCH A WORD TO ITS DEFINITION	4 5A	30A	4/124	13/116	4/90
223	SELECT DETAILS RELEVANT OR IRRELEVANT TO THE MAIN IDEA	4 7B		4/114		3/72
224	ANSWER QUESTIONS ABOUT SPACE RELATIONSHIPS IN A STORY	4 8A				
226	ANSWER QUESTIONS ABOUT TIME RELATIONSHIPS IN A STORY	4 8B	29A	4/53	13/13	
227	CLASSIFY SIMILAR AND DIFFERENT ATTRIBUTES OF ANIMALS	4 9A				
228	IDENTIFY THE MAIN IDEA OF A PASSAGE	4 9B		4/84-85		4/17,37,93
229	IDENTIFY THE MAIN IDEA OF ONE PART OF A MULTI-PART STORY	4 9B		4/84-85	11/37,49,72	4/37,93
230	USE EVENTS IN A PASSAGE TO PREDICT FUTURE EVENTS	4 10A		4/95		
232	IDENTIFY ATTRIBUTES COMMON TO TWO PROCESSES OR GROUPS OF PEOPLE	4 11A				
233	IDENTIFY DETAILS NOT EXPLAINED IN A FACTUAL SELECTION	4 11B				
234	SELECT A SHORT VOWEL WORD TO COMPLETE A SENTENCE	5 1A2				
235	SELECT THE SYLLABICATION OF A THREE-SYLLABLE WORD	5 2B2	31A			5/101,123
236	IDENTIFY THE ROOT WORD OF AFFIXATED WORDS	5 3B2	25A-26B	4/18,23	15/26	4/28 5/115
238	CHOOSE A SYNONYM TO AN UNFAMILIAR WORD IN A SENTENCE	5 4A		5/26,81		5/111
239	CHOOSE AN ANTONYM TO A WORD	5 4A		4/43		4/22,65
240	USE CONTEXT CLUES TO SELECT THE WORD TO COMPLETE A SENTENCE	5 4B		15/47,80,120	15/35,102	5/22,29,73

Q-S3

3. A teacher in your department brings you the attached Reading Student Summary for you to interpret. How would you explain the summary as a diagnostic-prescriptive tool?

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                                   EDUCATIONAL PROGRESS, DIVISION OF EDUCATIONAL DEVELOPMENT CORPORATION

SCHOOL - ROBERT FROST                                          CLASS SUMMARY                                STEWART  ROBERT

DISTRICT - CRESCENT                                             Mathematics                                 APRIL 16, 1974

                                                            PAGE 1, PART 1 OF 2                             PRO. NO. = 000-0353

                                        * = FIRST BOOKLET ATTEMPTED        AWL = APPROXIMATE WORKING LEVEL
                                        X = OBJECTIVES NEEDING REVIEW           (IF ENCLOSED IN PARENTHESES,
                                        0 = OBJECTIVES NOT LEARNED                INDICATES HIGHEST ATTEMPTED)
                                        - = NO RECORD OF STUDENT RESPONSE

       BOOKLET NUMBER    247          249          253          255          257          259          263          265

ICRT OBJECTIVE NUMBER    11111111     11111111     11111111     11111111     11111111     11111122     22222222     22222222
                         55555566     66666666     77777777     77888888     88889999     99999900     00000000     11111111
                         45678901     23456789     01234567     89012345     67890123     45678901     23456789     01234567

STUDENT NAME      AWL

ADAMS  HORACE     257                *     X                     0     X     0  0  X      0  0 X
ADEL  CAROL       247   *  X 0 0        0X 0              0        0 X 0       X0 00X
BAKER  FRED       247   * 0 X 0 0       X0 0        0                  X     0   X 00

BERG  LOUIS       255   *0  X           0  X           0          0 X  0     0X0X X00
CATE  DONNA       265                                          *                0                       X           0  0 X
CRADDOCK  RALPH   257                                          *       0     X XX X       X 0 0                      0 00

DAVIS THERON      247   *   0X  0        0 00       0            0X     0     0  X  00
DOBYNS  JIMMIE    265                                 *             --------        00         0   0         X             0 0X
EILING MARILYN    249               *  0  0 0        0          0      X      0 0  X0     X  0

EWING JANICE      257               *     X 0        0           X          X  0 0 X     X 0    X
GANDERA  ROWAN    255   * X  0                            X        0 X 0       X0X
GARCIA  ALBERT   (263)                            *       0     0   X        X     0      0   X         0

HAMRICK GLORIA    257               *              X           0   0          X 0  0     X     0
INFANTE GEORGE   (263)                            *               X          0            0 0              0
JIMINEZ  CARMELI  259                             *                 0 0                   X    0 X            0

MACK  RUTH        259   *             --------          X              X     0      0     0 0 X
MAVOY  DAN        257   *  X0              0            0       0   0        X0  X
MAVOY  DON       (263)                            *               0    0                       0              0

PORTILLO  RAMON  (259)              *                                              0     0            0  0
SANCHIS  JOAN     247   *X 0 0 X         0 000        0          X     X     0X   0 0
SMITH  ROBERTA    257               *                                          X           X   0X     X    0

THOMPSON  GARY    257                             *             X     0         X00        0           0
WHITE  LISA       247   * X  0  0     0  X                0       0    0     X  X X X
WORLEY  JULIE     247   *0  X  X       0

        NUMBER PASSED    00000000     00000000     00000000     00000000     00000000     00000000     00000000     00000000
                         00000000     00000000     00000000     00000000     00000000     00000000     00000000     00000000
                         00000000     11111011     22222221     12121221     12211111     01111011     00000000     00000000
                         77755977     55005532     10101028     70808110     11028763     42011932     76877886     22302123

    NUMBER ATTEMPTED     0010         0015         0022         0023         0024         0014         0008         0003
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Q-S5

EXERCISE 2

1. Listen to the tape, "Interpretation of MAAP Test Results." The tape is available upon request from a training advisor.

2. Given a class profile, Maryland Accountability Assessment Program (MAAP-ITBS) with grade level, the participant will verbalize the following data to a colleague.

a. Mean Grade Equivalent (GE)
b. Expected GE, from mean SAS
c. Mean SAS Score
d. Standard Deviation of SAS Distribution
e. Standard Deviation of GE Distribution
f. Percentile Rank of Mean GE

3. As department chairperson you have been asked by your principal to explain the significance of the following test data.

a. Raw Score (RS): ____________________

____

b. Grade Equivalent (GE): ____________________

____

c. Age Equivalent (AE): ____________________

____

d. Percentile Rank (PR): ____________________

____

e. Stanine: ____________________

____

f. Standard Scores (SS): ____________________

____

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

School Name: ______________ Students Enrolled: 948-9/30/73

Grade: 7

Information about CAT

Number of Students Tested	Mean SAS Score	Standard Deviation of SAS Distribution
746	103	15.81

Information about ITBS

Area of Test	Number Students Tested	Mean GE Score	Standard Deviation of GE Distribution	Expected GE From Mean SAS	Percentile Rank of Mean GE
Vocabulary	767	69.8	19.1	80	18
Reading	767	69.3	17.2	81	13
Spelling	788	69.1	22.1	**	19
Capitalization	788	69.3	20.4	**	17
Punctuation	788	66.1	20.2	**	13
Language Usage	788	69.0	21.3	**	16
Language Total	788	68.4	18.3	80	14
Mathematics Concepts	790	72.3	16.9	**	18
Mathematics Problems	790	69.1	16.8	**	14
Mathematics Total	790	70.7	15.8	80	18

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

School Name: ______________

Students Enrolled: 75 - 9/30/73

Grade: 6

Information about CAT

Number of Students Tested	Mean SAS Score	Standard Deviation of SAS Distribution
70	104	15.04

Information about ITBS

Area of Test	Number Students Tested	Mean GE Score	STandard Deviation of GE Distribution	Expected GE From Mean SAS	Percentile Rank of Mean GE
Vocabulary	71	64.6	20.0	71	38
Reading	71	63.9	17.0	72	26
Spelling					
Capitalization					
Punctuation					
Language Usage					
Language Total					
Mathematics Concepts	72	66.7	14.8		40
Mathematics Problems	72	59.6	14.3		14
Mathematics Total	72	63.1	13.8	70	23

EVALUATION

1. Explain in your own words the differences between criterion-referenced and norm-referenced tests.

2. Under what conditions would you prefer to use norm-referenced tests?

3. Under what conditions would you prefer to use criterion-referenced tests?

4. What do your school's scores on the MAAP tests indicate to you are significant needs of your students?

CBTP

COMPETENCY BASED TRAINING PROGRAM

- Department Chairpersons -

UNIT R

WHAT GOES ON IN A GROUP

Prepared by the CBTP Committee:

Mrs. Frances Bingen
Mr. Neal Fertitta
Mr. John McCorkill
Mr. Richard Milbourne
Mr. James Sledge
Mr. Michael Trippett
Mr. Oliver Wittig
Mr. John Matarella, Chairman

Anne Arundel County Public Schools
Annapolis, Maryland 21401

This unit is one in a series which taken together with the appropriate management system constitutes a Competency Based Training Program for educational leadership roles. The units are designed to assist participants in developing specific instructional improvement and instructional management competencies.

For optimum results this unit should be used in conjunction with and according to the directions in the Competency Based Training Program Guide.

UNIT R

WHAT GOES ON IN A GROUP*

OBJECTIVES

You will:

1. develop several techniques to assess the workings of a group.
2. analyze and help others analyze the processes of groups.
3. develop the skill to focus and summarize the progress and process of a group.

INTRODUCTION

To be an effective group leader or department chairperson, it is important that you understand the workings of your group. Any functioning group must do two things:

1. Group Maintenance - keeping members of the group feeling comfortable with each other.
2. Task Performance - getting the job done.

Group maintenance is necessary because the stress of a group of egos working together on a common task often produces tendencies toward destruction of cohesion and diminished feelings of working productively together. The behavior which results is a kind of tearing down of the group and its work. Group maintenance functions are performed by group members when they praise other members of the group, encourage quiet members of the group to contribute their ideas, smooth over differences between group members, joke to build the morale of the group, and use the skills of paraphrasing and perception checks to clarify group members' verbal contributions. Other examples of behavior less common but often helpful are those which seek to get the group to recognize and discuss its own behavior.

---

*This unit is adapted from Champagne and Morgan.

Task performance functions are fulfilled as different members of the task group clarify the goals or purposes of the group, assess group progress, locate local and national resources, request and give information from and to group members, propose solutions to problems, give group progress reports, et al.

A third class of group behavior is labelled destructive. *Destructive behavior* consists of the activities of persons in a group as they hold private conversations, refuse to take an active part in the work of the group, make irrelevant and overly long speeches, ridicule other members of the group, and oppose other members' ideas without giving reasons.

Group maintenance and *task performance* functions are both essential and critical to a productive group. The group must stay together if it is to get the job done. It must observe some form of progress in its problem solving focus if it is to stay together. *Destructive behavior* may be a symptom of failure in group maintenance or task performance. Sometimes destructive behavior is a symptom of task avoidance. If this appears to be the case, this behavior should probably be discussed directly.

As a future educational leader, you should have the skills of assessing the workings of a group. You should be able to analyze, and to help others analyze, focus, summarize, and evaluate the progress and process of a group. The purposes of this unit are to assist you in acquiring these group assessment skills.

EXERCISE 1

1. Acting as a passive observer, complete the following chart by totaling the tallies while observing a functioning group.

Group Maintenance Behavior

Person

	1	2	3	4	5	6	7	8	9	Total
gives praise										
encourages quiet member										
uses paraphrasing										
uses perception checks										
jokes to build morale										
smooths over differences										
*										
*										

* - other categories of your own

2. What patterns of behavior do you see among the various members of the group?

____

____

____

3. Give feedback to the group.

EXERCISE 2

1. While observing a group, complete the following chart by tallying occurrences of task performance behavior.

Task Performance Behavior

Person

	1	2	3	4	5	6	7	8	9	10	Total
clarifies goal											
assesses resources											
requests information											
proposes solutions											
gives group progress report											
*											
*											

* - other categories of your own

2. What patterns of behavior do you see among the various members of the group?

3. Compare the patterns of behavior you see here with those on the previous chart. What similarities and differences do you see?

4. Give feedback to the group when you have made sense of your observations.

EXERCISE 3

1. Complete the following chart.

Destructive Behaviors

Person

	1	2	3	4	5	6	7	8	9	10	Total
holds private conversations											
does not take active part											
talks too much											
ridicules others											
blocks ideas											
*											
*											

* - other categories of your own

2. What patterns of behavior do you see among the various members of the group?

3. Compare the patterns of behavior you see here with those on the previous charts. What similarities and differences do you see?

EXERCISE 3 (cont.)

4. How would you go about using the information from this chart?

EXERCISE 4*

A sociogram is a convenient diagram that shows who talks to whom in a group. Once again you will observe the process of a functioning group and then provide the group with feedback data.

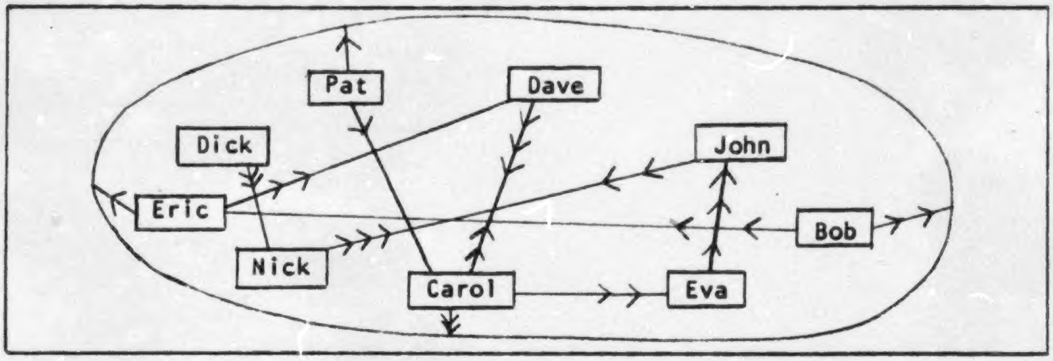
1. Draw as many squares as there are members of the group you are observing. Draw these squares in roughly the same way the members of the group are sitting. Write the names in the squares.
2. Draw a line around the total group of small squares. You will use this total line when a member talks to the whole group.
3. When one participant speaks to another, draw an arrow between them. Add an additional arrow point each time that participant speaks to that person again. When a participant speaks to the total group, draw an arrow out toward the outside line.
4. Observers do not talk to members of the group. Members of the group do not talk to the observer.

---

*This exercise is an adaptation from one used by the D.C. Cooperative Extension Service, January, 1971.

EXERCISE 4 (cont.)

Your diagram will look something like the following example.



Obviously your diagram can get very complicated and messy. One way to still make sense of it is to spread it out to include the whole page. Draw your arrows rapidly but lightly; they get in the way of each other less.

After discussion by the group, draw your sociogram on the chalkboard and explain it to the group. You should ask the group to help you interpret it.

Some questions which the group can discuss about this data are:

1. Was participation among group members about equal?
2. How many remarks were directed to the total group? How many to individual participants? How many to the formal leader?
3. Did the group break down into sub-groups?
4. What else do you see in the sociogram?

There may be some important things about the discussion that are not revealed in the sociogram. What are these things? There are no objective data. Every sampling procedure leaves out some things important to make sense of what is happening among people.

EXERCISE 5 (Optional)

Our exercises to this point have helped you learn to use a few relatively simple methods of observing what is occurring in a group. There are many more complicated observation procedures, as there are many unanswered questions regarding the behavior of groups. We have not even gotten into non-verbal behavior, the influence of the type of task, the influence of the size of the group and the influence of the leadership style. We believe, however, that with practice in observing the dimensions we have asked you to learn, these exercises will give you as much data as you can use (in addition to what you pick up by yourself) when you are leading a group. You probably need further practice in observing even these dimensions simultaneously with your actually leading a group.

If you can get a group willing to tolerate your practicing on them, see if you can stop a group every 10 - 15 minutes to check, with an outside observer, your perceptions of the processes occurring in the group during that time.

The likelihood of your getting a group to tolerate this behavior is small unless the members understand what they will be learning about themselves and their processes that will be of value to them.

EXERCISE 6

Leadership behavior in a group is very complex. There are many styles of leadership and many categories of leadership behavior. Attempts on our part to describe these and have you practice each of several would probably end in frustration for you. We do have some suggestions we think will be helpful to you. These are based on the belief that your accurate knowledge

EXERCISE 6 (cont.)

of self-behavior will be the most useful knowledge we can give you in making your behavior more effective.

1. We are assuming that you are going to run an actual group meeting. The group is working on a task. Write below one paragraph about how you see yourself as leader of this group. Include in this paragraph examples of behavior you are trying to use to accomplish the task. Include also the things about the group members' behavior you will look for as evidence the group is going well.

2. Ask a knowledgeable colleague (who has not seen the paragraph you have written) to observe your behavior in leading the group. Ask this colleague to record data about your leadership style, to record statements you make, responses and patterns observed related to your behavior.

a. When the meeting is finished, ask your colleague to characterize in a paragraph or so the leadership style, objectives, and behavior observed.

b. The two of you should have a sharing conference about what occurred during the group meeting.

EVALUATION

Look at your original paragraph and compare what you wrote to what was reported in the observation by your colleague. What do you still wish to learn or practice as a result of this unit? List your responses below.